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A Message From Your President



Jeff McHenry

Greetings from somewhere over the Texas Panhandle. I'm en route back to Seattle following our Dallas SIOP conference, more excited than ever about the great field of industrial-organizational psychology and the wonderful work we are doing in SIOP in support of our vision "to be recognized as the premier professional group committed to advancing the science and practice of the psychology of work."

The SIOP Conference in Dallas

By any measure, our Dallas SIOP conference was hugely successful. Attendance was 3,432, which is the second highest in our history. Numerous people stopped me at the conference to comment on the richness of the program. Despite our long track record of conference success, the committees responsible for planning events at the conference continue to innovate in response to member needs and suggestions. Two new program formats were launched this year—a mini-track based on last fall's Leading Edge Consortium ("Leadership at the Top") and an evening reception poster session highlighting top-rated posters. Both were very successful. In addition, we held the first-ever Junior Faculty Consortium, to help individuals who are beginning their academic career get off to a successful start. This was such a hit we're seeking to expand our plans for the Junior Faculty Consortium next year.

We also had an outstanding plenary session, featuring **Leaetta Hough**'s presidential address, "Shaping Our Destiny," which painted a picture of the SIOP vision and described the work that members are doing to help realize this vision. One of the many areas of focus for Leaetta during her presidency was to strengthen our connections to I-O psychology organizations outside North America. We were privileged to hear brief overviews of the European Association of Work and Organizational Psychology (EAWOP) and the Society of Industrial-Organizational Psychology South Africa (SIOPSA) from EAWOP President Nik Chmiel and SIOPSA Executive Committee chairperson Aletta Odendaal, respectively. We also honored the SIOP award winners and the new Fellows—thank you to **Joyce Bono** (awards chair), **Gary Latham** (fellowship chair), and their committees.

We've always claimed that one of the many things that make SIOP special is the thousands of volunteer hours that members contribute to the Society. That certainly applies to the SIOP conference. My best estimate is that over 1,300 individuals volunteered their time reviewing papers, planning pre-

or post-conference workshops and seminars, stuffing conference bags, and doing other behind-the-scenes work. And that doesn't include all the members who actually presented papers, participated in panel discussions or symposia, led communities of interest discussions, or presented at workshops and seminars. Special thanks are due to **Donald Truxillo** (Conference chair), **Julie Olson-Buchanan** (Program chair), **Joan Brannick** (Workshop chair), **Harold Goldstein** and **John Hunthausen** (Doctoral Consortium chairs), **Tammy Allen** (Sunday Seminars chair), **Judy Blanton** (coordinator for conference CE sessions), **Joerg Dietz** (Volunteer coordinator), **Wendy Becker**, **Jim Farr,** and **Joyce Bono** (Junior Faculty Consortium organizers), and Dave Nershi and the entire SIOP Administrative Office staff.

Our 2007 conference will be held April 27–29 at the Marriott Marquis in New York City. Before you know it, we'll be sending out a Call for Proposals for next year's conference! (See this issue of *TIP* for a timeline.) So start thinking now about the work you're doing that would be of interest to other SIOP members. Our SIOP conference is great because of the willingness of so many members to share their research and wisdom with one another.

In the April 2006 issue of *TIP*, you read an article about plans to change to a 3-day conference (3 full days of program Thursday through Saturday). You'll recall that we conducted a poll on this change, and you voted overwhelmingly in favor. We will be switching to a 3-day format effective at our 2008 SIOP Conference in San Francisco. One of the goals of this change is to add more time and sessions to the conference (currently, the Program Committee is forced to reject many very highly rated submissions because of time constraints). This change also will eliminate the Sunday morning sessions, where we always struggle with poor attendance.

Strategic Planning: My Focus for the Year

In her SIOP Presidential Address (which is reprinted in this issue of *TIP*), Past President Leaetta Hough described the work that has taken place during the past year to create and begin implementing an updated SIOP strategic plan. The plan includes four strategic goals which call on SIOP to become the:

- Visible and trusted authority on work-related psychology
- Advocate and champion of I-O psychology to policy makers
- Organization of choice of I-O professionals
- Model of integrated scientist–practitioner effectiveness that values research, practice and education equally and seeks higher standards in all three areas

At the SIOP Executive Committee meeting, which was held in Dallas immediately following the SIOP conference, we spent half a day discussing additional big and bold initiatives that would help us achieve our strategic goals. Our plan is to devote extensive time at our September Executive Committee meeting to refining these initiatives and developing very concrete action plans.

We value your input on the strategic plan. I highly encourage you to read about the strategic plan on the SIOP Web site and in Leaetta's presidential address. There is a link on the SIOP Web site that allows you to provide your input and feedback on the strategic plan (http://www.siop.org/Strategicplanning/main.aspx). Please share your thoughts with us prior to the September Executive Committee meeting.

Other Society Activities and News

Many SIOP committees and task forces already have important initiatives underway that align with our four strategic goals. Work on these continues full speed ahead while we discuss additional initiatives. I wanted to draw your attention to three specific items here.

New SIOP Web site. Have you visited www.siop.org recently? If so, you've probably noticed an updated and greatly improved look and feel. The Web site is intended to make it easier for members to navigate and find information. The Web site also was designed with visibility and advocacy in mind —we wanted to make it easy for key external stakeholders to access information about the field of I-O psychology and I-O science and practice. Going forward we'll need to think about how we populate the Web site with content that promotes I-O psychology effectively and will be useful to external stakeholders such as psychologists in other disciplines, business leaders, HR professionals, and public policy makers. But we now have a Web site where we can place this content and make it available. Kudos to the Web Site Task Force and the SIOP Administrative Office IT team for their outstanding work.

New SIOP journal. We began planning last year for a new journal that would allow for a deep dialog about critical workplace issues. Keeping in mind our SIOP goal of modeling integrated scientist–practitioner effectiveness, we established the following goals for the journal: (a) increased communication between researcher and practitioner communities about workplace issues; and (b) helping to identify gaps in our knowledge, both in terms of basic research and translating research to practice. **Paul Sackett** was appointed editor earlier this year and has been working hard to define the format and bring the journal to life. Our working title for the journal is *InteractIOn*. Paul's current goal is to publish the first issue in January 2008. Our plan is to send the journal to all members (including Associate Members and Student Affiliates) as a membership benefit. Look for more information about *InteractIOn* in upcoming issues of *TIP*.

Leading Edge Consortium. Last year, we launched a new annual fall meeting where we brought leading-edge researchers and practitioners together to examine a hot topic in depth. Last year's topic was "Leadership at the Top: The Selection, Globalization, and Ethics of Executive Talent." Our plan was to keep the event relatively intimate (200–300 participants) and provide lots of opportunities for dialog among participants, as well as presentations

and panel discussions. The event was highly rated and a huge success. We are now moving forward with plans for the second annual Leading Edge Consortium. The topic is "Talent Attraction, Development, and Retention: The Leading Edge." The consortium will be held in Charlotte on October 27–28. **Fritz Drasgow** is the General chair of the consortium, with **Ben Dowell** serving as Practice co-chair and **Cindy McCauley** serving as Science co-chair. There is an article in this issue of *TIP* that provides more information. If talent attraction, development and retention are among your areas of interest, I strongly encourage you to sign up and join us at the consortium.

In Recognition

Finally, I want to thank the Executive Committee members, all the committee chairs, and all the committee members who invest their time and talent in making SIOP so wonderfully successful and responsive to the needs of its members.

A special thank you to the following outgoing Executive Committee members and committee chairs: Fritz Drasgow (Past President), **John Cornwell** (Financial Officer), **Jose Cortina** (Member-at-Large), **Paul Hanges** (APA Program), **Eric Heggestad** (APS Program), Gary Latham (Fellowship), **Talya Bauer** (Membership), James Beaty (Electronic Communications), **Liberty Munson** (Placement and JobNet), **Mickey Quinones** (Ethnic & Minority Affairs), **Steve Rogelberg** (Education & Training), Donald Truxillo (SIOP Conference), Julie Olson-Buchanan (SIOP Program), Wendy Becker (Visibility), and **Doug Reynolds** (Professional Practice).

I also want to welcome the new Executive Committee members and committee chairs: **Lois Tetrick** (President-Elect), **Ken Pearlman** (Financial Officer), Talya Bauer (Member-at-Large), **Tahira Probst** (APA Program), **Verlin Hinsz** (APS Program), **George Hollenbeck** (Fellowship), Mickey Quinones (Membership), **Steve Ashworth** (Electronic Communications), **Derek Avery** (Ethnic & Minority Affairs), Eric Heggestad (Education & Training), **Douglas Pugh** (SIOP Conference), **Tammy Allen** (SIOP Program), Doug Reynolds (Visibility), and **Rob Silzer** (Professional Practice).

Finally, I want to mention the individuals who will be chairs-in-training this year and who will take over as committee chairs next April: **Chris Robert** (APA Program), **Michelle Gelfand** (APS Program), Steve Rogelberg (SIOP Program), and **Suzanne Tsacoumis** (SIOP Workshops).

If you are interested in serving on a SIOP committee, please go to the SIOP Web site (www.siop.org) and complete the committee volunteer form. We need you!

From the Editor



What We Do

...the psychologist has entered the factory with his apparatus, his tests and his notebook, and has begun to apply to industry the new and highly specialized knowledge of human behaviour and the functioning of the mind of man which the new psychology has made available…this new knowledge will revolutionise man's economic life. It promises to increase production without increasing effort and while decreasing discontent and unhappiness. By so doing it will promote welfare and enrich life not for any section of the people alone, but for the community in general. ***(Harrison, 1925, p. 4-6)***

Laura L. Koppes

I have attended the SIOP Executive Committee meetings held immediately following the annual conference for several years now, first as a member of subcommittees, then SIOP Historian, followed by chair of the E&T Committee and co-chair of the Licensure Task Force, and now as *TIP* editor. At every meeting, it seems we discuss our perception that no one knows "what we do" in I-O psychology, including our mothers. I am proud to acknowledge that my mother, Dolores Koppes, now understands. (I am not going to admit the number of years since I finished graduate school!) Recently, I am consulting organizations on work–life/family issues, which I attempted to explain, once again, to my family about my work. The other day, my mom sent me a newspaper article on this very topic because she thought it would be interesting and relevant to me. Yeah!!

I agree that we as a society have more to do with regard to visibility; however, as you read this issue, tremendous progress is being made in gaining recognition (e.g., see Hough's article, **Visibility Update**, Notice of External Awards report, **IOTAs**, and **SIOP Members in the News**,). I was informed that the *The Dallas Morning News* printed an article (4-23-06) that appeared in other newspapers across the nation. We seem to be evolving to another level of visibility, that being advocacy. We are certainly on our way to accomplishing the SIOP goals of **visible and trusted authority** on work-related psychology and **advocate and champion** of I-O psychology to policy makers.

I am beginning my third and final year as *TIP* editor (we serve 3-year terms). Each year, I have a goal of highlighting the annual conference in the July issue. You will also see several international perspectives in this issue.

Features

Traditionally, the **Features** section begins with a message from our president. Welcome to our new president, *Jeff McHenry*! Also, sticking with tradition, the outgoing president gives a presidential address at the opening session of the annual conference. **Leaetta Hough** gave us permission to print her address, which describes the SIOP strategic plan and initiatives for accomplishing our goals. In addition, we printed the presentations given by leaders of two international organizations (EAWOP and SIOP South Africa). The **Features** section highlights three conference sessions, representing practice, research, and education and training. Finally, **Paul W. Thayer** and colleagues have provided excellent leadership for the SIOP Foundation, as you will read in hs article.

From the Editorial Board

We continue to have outstanding contributions from the *TIP* Editorial Board. The first column of **Good Science–Good Practice** appears in this issue; several conference presentations are summarized. In the October issue, watch for the **TIP-TOPics** writing contest to select the next student editors who will begin with the July 2007 issue.

Over the years, board members and column editors come and go. **Mickey Quinones** leaves the board in his role as chair of the Committee on Ethic and Minority Affairs, to be replaced by the new chair, **Derek Avery**. Derek renamed the column **The Diversity Report**. You will note in the **Leading Edge** column that **Jay Weiss** decided to retire his column. I have enjoyed working with Jay and reading his informative columns. **Paul Muchinsky**, a long-time and valuable contributor of **The High Society**, will be missed as he decided to resign from the editorial board. Please join me in expressing appreciation for their insights, opinions, dedication and service to the Society, and humor!

News and Reports

An update on the OFCCP rule on Internet applicants is provided. If you were unable to attend the 2006 conference, you will find an interesting report on the activities. It is time to plan for the fall consortium in Charlotte and the 2007 conference in New York. On a sad note, we will greatly miss an I-O luminary, **Douglas Bray**. On behalf of the *TIP* Editorial Board, we express our condolences to their families and friends.

Have a delightful, relaxing, and rejuvenating summer!

Reference

Harrison, H. D. (1925). *Industrial psychology and the production of wealth*. New York: Dodd, Mead, & Co.

Letter sent to the editor March 22, 2006

Dear Editor:

In response to the Expression of Concern by **Michael A. McDaniel,** I would like here to reproduce a letter I wrote to the editors of the *APA Monitor on Psychology* Volume 36, No. 9, October 2005 regarding criticisms of online testing from industrial psychologists:

The article "I/O psychologists get wired" (July/August *Monitor*) accurately reflected the rapid emergence of Web and other "wired" (and wireless) technologies as enablers of new practices by psychologists. It also highlighted the disconnect between academic psychologists and the very real world of Web-based testing and assessment.

Yes, there are "pop" tests out on the Internet, some of which no doubt are expedient constructions of unqualified persons using inadequate methodologies relative to reliability, validity, and restricted use. Caveat emptor. But there are marginal pseudotests in the paper-and-pencil world as well, so the issue is little different. A bad test is a bad test, whatever the medium.

Web-based testing of standardized tests has been active for several years in robust form. Method variance/commensurability studies almost always yield trivial differences. Many of our customers develop Web-based tests from scratch within our system and subject them to the usual validity regimes. It is simply "better, safer, cheaper, faster" than the old paper or PC-bound methods, where data gathering was slow. We now have I-O colleagues managing entire assessment-based hiring systems worldwide, 24/7, in multiple languages, with immediate, functional test data that can be used to drive hiring decisions.

The "wild West" days of Web assessment are long gone; it is the ascendant paradigm, and perhaps university-based researchers would do well to get out a bit more and see what their applied colleagues have done by way of revolutionizing testing. In fact, nearly every RFP we see these days asks for Web testing.

McDaniel appears to have had some bad experiences in accessing scientific manuals for certain tests, and this is of course a very legitimate concern. He is correct that test publishers have responsibility to demonstrate the scientific support for their products or services.

But it is not appropriate to imply that the entire testing industry has problems with demonstrating validity. One suggestion is that McDaniel register as a Qualified Test Administrator and obtain an online office at www.pantesting.com. Once in his office, McDaniel can access several hundred statistical manuals for many of the well-known psychometric tests on the market today that meet APA and SIOP expectations for validity and science.

Of course, the other side of this dialogue is the great lengths and expense the legitimate testing industry must make to (a) differentiate itself from "pop" test offerings that do not provide science support, and, (b) guard itself against liabilities associated with misuse of their tests from marginally prepared or nonconscientious practitioners. Many assessment lawsuits and challenges are in fact related to such practitioner misuse issues, not test validity per se.

There are good and bad tests. There are good and bad practitioners. Would any of my SIOP member colleagues like to engage that discussion?

David T. Pfenninger, PhD, CEO
pan, Performance Assessment Network, Inc

Letter sent to the editor April, 13, 2006

Hello Laura-

It is said that the vision of the buggy whip makers of the late 19th century was to make the best buggy whips. SIOP's vision (*TIP*, April '06 issue, page 7) is not nearly as narrow or shortsighted, but it is enough so that I wonder about the viability of our field this century.

The next time our vision is revisited, therefore, I suggest adding this extension (put here in brackets): "advancing the science and practice of psychology [as it applies] to work, [its organization and its economic, political, social, and environmental context]."

Needless to say, the organization of work is implied in the "O" of I-O, as so aptly demonstrated by **Scott Martin**'s interview (same *TIP* issue, pp. 65-67) with Sharon Kaivani on organizational design. Adding the bracketed context may seem overly broad but I think it represents the direction in which our field needs to head.

However, I also wonder if our field is any more prepared to head in that direction than I was after graduating from The Ohio State University in 1963. While there I had my brain and belly full of courses in statistics, psychometrics, experimental design, rating theory, traditional job analysis, and the like. I was not required and did not take any courses in economics, business fundamentals, political science, or public administration. Nor did I have any courses in those subjects in my undergraduate schooling, which did not prevent me from being accepted into graduate school. As a consequence, I knew a whole lot of little after a lot of schooling. It took me quite awhile, for instance, before I finally dumped everything I had learned and practiced about performance appraisal/ratings and job analysis in favor of performance management/sans ratings and multiskilled roles.

So I also suggest that SIOP's 1999 *Guidelines for Education and Training at the Doctoral Level in I-O*, when next revisited, be thoroughly overhauled. There is too much emphasis on competencies presumed important at the time and too little projection into the future. Moreover, competencies imply "how-to skills" and not also "know-what subjects." Although the "desirability" of "competencies" such as "economics, marketing, labor relations, and even accounting are acknowledged, the *Guidelines* do not recommend them as necessary. I think courses in the areas of my bracketed context should be required either of undergraduates entering I-O programs or for doctoral-level training.

The fine article by **Brigitte Steinheider** et al. (*TIP*, same issue, pp. 83–89) on nontraditional programs in I-O psychology gives me some hope for the future. The article did not mention any course material, so I Web browsed the new Organizational Sciences Department at George Washington University, which the authors tell us took the I-O program from the Psychology Department and merged the program with an undergraduate program "offering several different master's degrees." The Web site does not give any course content, and it is unclear whether the traditional areas, such as personnel selection for example, will predominate over what appears to be a still evolving broader program with such "cornerstones" as "formulating strategic initiatives" and "managing internationally." Nevertheless, that new department bears watching, and if I had a son or daughter considering I-O psychology, I would certainly recommend consideration of that department.

Admittedly, as a retiree I have the time to become a dilettante, so to speak. I am not suggesting that graduate students today must know a little about a lot. But I think they should be expected to have a fundamental understanding of the subject areas I bracketed. For example, I think it would be worthwhile for a student to read economist John Roberts' *The Modern Firm: Organizational Design for Performance and Growth* published by Oxford University Press in 2004 (my review of it is scheduled to appear in the Spring 2007 issue of *Personnel Psychology*). It was voted the best business book of the same year by *The Economist*, itself an excellent periodical.

OSU, I learned belatedly, has abandoned its doctoral program in I-O, leaving me feeling like an abandoned offspring. If the remaining I-O programs in psychology departments broaden their course requirements or find what may prove to be fertile homes in places like GWU's Organizational Sciences Department then I will worry less over the fate of our field in the future.

Regards,

Gary Brumback

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Shaping Our Destiny

Leaetta Hough
SIOP Presidential Address
May 5, 2006
Dallas, TX

There's a saying, actually it's the title of a book by **David Campbell** (2005): *If you don't know where you're going, you'll probably end up somewhere else.*

We do know where we're going.

Background

Last fall SIOP held a strategic planning meeting. We gathered about 50 people in Chicago, some of the best thinkers and most influential people in our field. They represented most if not all of our membership. We talked about SIOP's role in promoting I-O psychology, our values, our goals, and ways to accomplish our goals.

It was painful to be there…. Those of you who were there, you know what I mean. For those of you who weren't, it was not a pretty sight. We had hired a facilitator, but Sunday morning, we mutinied; we took over.

Equally important, we were saying many of the same things we've been saying for years. Many left the meeting wondering why we had spent a lovely fall weekend in such a frustrating, even wasteful, albeit passionate, way. Most wondered what—if anything—would come of it.

Out of that apparent chaos have emerged insights and initiatives that are shaping our future. I will describe changes that have occurred as a result of the meeting and how we can, as a group, shape our destiny.

We often hear that professionals from other disciplines are "invading our turf." It's true, other professionals, including other psychologists, are often working in "our" space. There are variously trained executive coaches and management consultants. We have I-O trained psychologists working in academic departments other than psychology. Some see this as a threat to our profession. But, this is a defensive reaction. It's also an inaccurate understanding of our history.

We have a new book, edited by **Laura Koppes** (2006), about the history of I-O psychology. Our heritage is multidisciplinary, strikingly so. Our strength is our diversity.

We need to be *more* interdisciplinary; we need to be more eclectic. As **John Campbell** (2006) says in his "Profiting from History" chapter in the Koppes book, we need to include more dependent variables in our thinking and research; our survival depends upon it. We need to explain more behavior, more outcomes. John's read on our history is that we're interested in fewer outcomes, fewer dependent variables than we were earlier in our history, and this is not a good trend.

Instead of narrowing our view and focusing on fewer dependent variables, we need to be broad minded and multidisciplinary.

What We Do and Are Known For

This is not to say that we should ignore what differentiates us from others in our turf. I-O psychology is an applied science—the term scientist–practitioner truly and accurately describes us. We develop theories and models and apply evidence-based interventions. That is, we:

- Develop models and theories to understand and predict behavior (both physical and mental) in work settings;
- Develop measurements of antecedents and outcomes;
- Evaluate our measurement tools and methods;
- Evaluate the usefulness of our models and theories for predicting and explaining behavior;
- Intervene in the lives of people in the workplace;
- Measure the effects; and
- Improve the functioning and welfare of individuals and organizations, and with time, even the economy and society.

Yes, we are a noble profession.

Some of our most notable contributions are:

- Models and theories of job behavior and performance that identify the determinants of:
  - Individual job performance,
  - Team performance,
  - Task performance,
  - Contextual performance,
  - Counterproductive behavior, and of course,
  - Overall job performance;
- Work analysis and design;
- Recruitment, selection, and placement;
- High performance teams;
- Motivation (goal setting is one of our field's unique and most significant contributions);
- Training design;
- Leadership (more specifically, the scientific study of leadership);
- Organizational effectiveness;
- Organizational change;
- Employee development;
- Workplace affect or job satisfaction;
- Workforce diversity;
- Employee health and well-being;
- Structure of individual difference variables (For example, physical abilities. I thought about talking about why the Big Five is not a good

structure of personality variables. Perhaps some day my point of view will prevail. As Jeff said, I am an optimist.);
- Measurement and assessment methods; and
- Quantitative modeling. (Meta-analysis and validity generalization are probably our most notable exports.)

People and organizations outside SIOP have recognized many of our members for their significant contributions in the areas I've just mentioned. Here is a sampling of some of the more prestigious awards our members have won. I know for sure my list is not complete…Forgive me; it is not personal.

A couple months ago, **Ed Locke** was named winner of the Association for Psychological Science (APS), James McKeen Cattell award for his theory and research on goal setting. Six other I-O Psychologists have won this prestigious award: **Bob Guion**, **Fred Fiedler, Harry Triandis, Ed Fleishman**, Robert Glaser, and Donald Super.

A couple months ago, John Campbell was named winner of APA's Distinguished Scientific Contribution for Applications of Psychology. Five other I-O psychologists have won that very prestigious award: **Frank Schmidt,** Jack Hunter, Robert Glaser, Donald Super, and Ed Fleishman.

We just learned that **Gary Latham** won SHRM's (Society for Human Resource Management) premier research award with its $50,000 prize. Frank Schmidt won it last year, and **Ed Lawler** won it 3 years before that. **Wayne Cascio** is the incoming president of the SHRM Foundation, the organization that makes the awards. David Campbell recently received SPIM's (Society of Psychologists in Management) Distinguished Psychologist in Management Award. **Rich Arvey** recently won the Academy of Management's HR Division's Heneman Career Achievement Award. **Angelo DeNisi** is a future president of the Academy of Management, and **Michael Frese** is the current president of the International Association of Applied Psychology. **Irv Goldstein** won the University of Maryland's President's Medal, and Wayne Cascio received an honorary doctorate from the University of Geneva (Switzerland), which literally required an act of the legislature. **Allen Kraut** recently learned that one of his publications that appeared in the *Academy of Management Executive* is a classic. Ditto for Wayne Cascio. **Eduardo Salas** and his colleagues just won a 3-year, $3 million grant to study decision making in teams that are geographically separated but connected by computers, cell phones, and satellites. A couple weeks ago, we learned that two of the four winners of the Decade of Behavior Award, which this year focused on safety, were psychologists—more precisely, I-O psychologists: **David Hofmann** and **Mike Burke**. They will be featured speakers at a congressional briefing in June. Dave won for his research that demonstrates the impact of leadership and climate on safety. Mike won for his work identifying training methods that ensure transfer of learning to workplace safety. Their work has affected the lives of thousands of workers. All of us live safer lives because of their work.

I-O psychologists do important, groundbreaking work. We have a wonderful history of accomplishments and contributions. We even have the only psychologist whose face appears on a U.S. postage stamp: Lillian Gilbreth. Some of you might know her as the mother in *Cheaper by the Dozen*. However, her face was memorialized on a 40¢ stamp in 1984 because, among her many other accomplishments, she was one of the first to persuade business leaders of the importance of engineering and human relations.

We have made a difference!

Even though most people do not know what we do, we make significant contributions. We bring unique skills, knowledge, insights, and perspectives when we study and intervene in the world of work. I'm very proud to be an I-O psychologist.

Our Future: Our Core Values

But what does our *future* look like? What have we been doing to shape it? What more can we do?

As I mentioned, last September about 50 of us met to think strategically about our future, to map out a set of goals and core values to guide us in our quest to not just survive but flourish. We first talked about the principles that guide us, our values. Using input from the Executive Committee and feedback that many of you provided as part of the recent membership survey, our core values are:

Science-driven results—We are dedicated to the scientific method and psychology as the foundation for the practice, education, and research of I-O psychology.

Service—We are dedicated to improving the effectiveness of organizations and the well-being of individuals in work settings.

Excellence—We value excellence in all that we do.

Integrity—We value honesty, integrity, and the pursuit of the highest ethical standards.

Community—We are dedicated to achieving and maintaining a cohesive professional, collegial, and inclusive community.

Our Future: Our Goals and Our Recent Initiatives

These core values have guided our efforts. Of course, strategic thinking is more than articulating and agreeing upon core values. Strategic thinking also includes specifying strategic goals. Based on input and feedback from many of you, our strategic goals are to be the:

- **Visible and trusted authority** on work-related psychology.
- **Advocate and champion** of I-O psychology to policy makers.
- **Model of integrated scientist–practitioner effectiveness** that values research, practice, and education equally, setting higher standards in all three areas, and
- **Organization of choice** of I-O professionals.

What do these mean? And what have we been doing in the last several months to achieve these goals.

Our 1st goal, to be the **visible and trusted authority** on work-related psychology, means that:

- Lay, business, scientific, and government communities *know* and *value* I-O psychology;
- Policy makers, the public, and the media *know* and *value* I-O psychology;
- I-O is strongly connected to the broader field of psychology and related disciplines.

Even though many of our colleagues have been recognized outside of SIOP for their groundbreaking work, most people do not know what we do for a living. SIOP has many initiatives underway to change this. Here are some highlights of recent initiatives:

- We have a new journal, *InteractIOn*, which has a unique interactive-exchange format, a format that has the publishing community abuzz. According to the founding editor, **Paul Sackett**, the first issue will appear January 2008.
- Last fall we launched SIOP's Annual Leading Edge Consortiums. The first one, "Leadership at the Top," was heralded as a major success. Participants rated it one of the strongest programs SIOP has ever sponsored. If you didn't attend, DVDs are on sale here in Dallas as well as on our Web site. This fall's consortium topic is "Talent Attraction, Development, and Retention" and is scheduled October 27-28 in Charlotte, NC. Co-chairs **Fritz Drasgow, Cindy McCauley**, and **Ben Dowell** have lined up a stellar group of speakers.
- Another initiative is our new Web site. We have talked about this for years. It's scheduled for a June 1 debut. Among its many new and improved features is a research center that is designed to make more of our findings more accessible to more people.
- In response to hurricane Katrina, we formed KARE, the Katrina Aid and Relief Effort Committee. At the APA conference in New Orleans this fall, the KARE team will provide MASH-like help to people and businesses still in need. If you're interested in helping, please sign up.
- In January, Rhea Farberman, APA's Executive Director of the *Monitor*, trained the Executive Committee on effective media interactions and interviews. Rhea is with us today to provide the same training this afternoon at 1:00. In addition to excellent training, you'll receive two CE credits. I'll be there, and I hope to see many of you there.
- Our journal editors are now asking authors to submit media summaries of their findings.
- As much as we need and love our academic journals, we need to publish more in journals our clients read. Perhaps we should acknowledge and reinforce the importance of publishing in lay journals by

developing guidelines for evaluating such articles and incorporating them into our criteria for Fellow status.

- The Ambassadors program is a Web-based resource that connects department chairs with I-O volunteers who are interested in lecturing and mentoring students.
- We now have a High School Teachers Outreach Program that brings I-O psychology into high school classrooms.
- We have our first SIOP-bestowed external award, the Ray Katzell Award, which will recognize a member of the media who has publicized I-O science and practice. We need to bestow more awards on people outside our field. It is one more way to be visible.
- We also need even more of our members to be recognized by other organizations. It's the kind of publicity we can't buy. We have formed a new subcommittee, made up of members of the Visibility and Awards Committees, to track and respond to external award opportunities.
- I'm now on the board of FABBS, which is short for the Foundation for the Advancement of Behavioral and Brain Sciences, and one of our projects is an edited book that is a companion to introductory psychology text books. Some of the chapters will be devoted to I-O, something we've been seeking for some time.
- Another FABBS project is a series of science cafés, each designed to inform the general public about the value and contributions of the behavioral sciences. The first one will be held at the International Spy Museum in Washington, D.C. Next year on President's Day, I envision one on leadership. If you have an idea for a science café, I'd love to talk with you.
- This last year we gained a 5th seat on the APA Council of Representatives. We are one of only two APA divisions growing in number. We need to be more influential with APA. We have been e-mailing, calling, and knocking on APA doors, and they are listening. Just in the last couple months, we've been invited to participate in at least three articles in the *Monitor* and the APA student publication. Lest I sound too positive, we've made very little progress influencing the selection criteria for APA's Psychologically Healthy Workplace Awards. We need to change that. A couple days ago I was on APA's Web site and noticed the section on workplace issues. We're noticeably absent. We need to change that as well.
- We need more SIOP members on APS committees and task forces. Actually, more of us need to be involved with both APA and APS. It is an effective way for us to gain greater visibility and credibility with other psychologists.

Our 2nd goal, to be the **advocate and champion of I-O psychology to policy makers**, means:

- More federal funding for I-O research;

- More influence on policy and legislation affecting human behavior at work; and
- More influence with business leaders.

Some of our recent *initiatives* include:

- Joining the Federation whose mission, although broader in scope, is almost the same as our second goal. Barb Wanchisen, the executive director of the Federation, is with us this weekend. When she introduces herself to you, engage with her. We are her number one priority this year. **Dan Ilgen** and John Campbell are our two representatives to the Federation. Please talk with them as well.
- APA is providing advocacy training for us tomorrow morning at 8:00 a.m. As with the media training, two CE credits are available.
- APA is assembling a task force to develop a Model Licensure Act. We formed a coalition of five nonhealthcare provider divisions and suggested two I-O folks for the task force. APA was actually grateful to us for developing a consensus among the nonhealthcare provider divisions.
- We also initiated a letter-writing campaign to influence the California Board of Psychology's proposed licensure exam. We do have their attention. **Judy Blanton** is meeting with them shortly and is optimistic about the outcome.

Our 3rd goal, to be the **model of integrated scientist–practitioner effectiveness**, means that we:

- Value research, practice, and education *equally*;
- Set clear, rigorous standards;
- Have academics and practitioners fully engaged with each other; and
- Collaborate more with our non-North American colleagues.

Several of our recent *initiatives* are relevant to this goal. For example,

- The mission of the fall consortiums is to bring leading-edge scientists and practitioners together in a quest for better individual and organizational outcomes.
- The mission of our new journal, *InteractIOn*, is to increase communication and collaboration between academic and practitioner communities situated all over the world.
- We now have a Coaching Competency Model.
- We are working to strengthen relationships with our sister organizations world wide. Note that our featured speakers this morning are Nik Chmiel, president of the European Association of Work and Organizational Psychology (EAWOP), and Aletta Odendaal, president of SIOP South Africa (SIOPSA). Yesterday afternoon we hosted a tea with folks interested in international activities. This morning we hosted an international café.
- In a few minutes we'll be voting on an amendment to our bylaws that

will make it easier for our international colleagues to be members of SIOP. Please vote yes.

Our 4th goal is to be **the organization of choice of I-O professionals.** It means:

- More support for our members;
- Higher annual retention rate;
- More members in all categories; and, of course,
- Greater member satisfaction.

Some recent initiatives include:

- KARE committee activities;
- Yesterday's Jr. Faculty Consortium;
- A master's-level Student Consortium that is planned for next year;
- A teaching I-O Web site; and
- Self-study modules.
- One of the important changes this year is open and transparent governance. Our committee reports as well as our Executive Committee minutes are now on our Web site. We also reorganized how the Executive Committee does its business. Our meeting agendas, our goal setting, and our reporting are all focused and structured around our strategic goals.
- *All* of our initiatives are intended to make SIOP the organization of choice for professionals in our field.

Next Steps

I've described many recent initiatives but we need to do more, much more.

- We need to define our goals more precisely.
- We need to develop measures, both quantitative and qualitative indicators to track our progress. This part won't be easy—even for those of us that take pride in our measurement expertise—but we must do it.
- Please go to the SIOP Web site (siop.org), or e-mail me or call me (or better yet, Jeff), or anyone on the Executive Committee; suggest refinements to our goals and suggest ways to measure our progress towards them. Suggest new initiatives and activities. Be creative, and
- Volunteer. There is much to do. We are all needed.

We must continue to do great work that makes a difference. We are on a quest, a wonderful adventure. We are shaping our destiny.

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EAWOP: European Association of Work and Organizational Psychology

Nik Chmiel
President

The European Association of Work and Organizational Psychology was voted as a SIOP qualifying organization for SIOP membership during the 2006 conference plenary session in Dallas, May 2006. On behalf of EAWOP, I'd like to thank SIOP very much. I hope the two organizations will continue to forge links together.

The link between EAWOP and SIOP is highly valued within EAWOP because:

- We have purposes and values in common
- We believe in mutual understanding (especially in a global world)
- We can learn from each other
- We can have a stronger potential influence over the promotion of our common interests
- We believe that together we're enriched, as individuals and as organizations

Our next congress is in the beautiful city of Stockholm, Sweden, 12–14 May 2007.

For attendees eligible for EAWOP membership (see below), the congress fee will include membership to EAWOP for 2 years, giving access to a variety of member benefits.

Below is a brief description of EAWOP and its activities. Please visit the Web site: www.eawop.org for more detail. We look forward to seeing you in Stockholm.

Mission

To promote and support the development and application of work and organizational psychology in Europe and to facilitate links between scientists and practitioners working in this field across Europe.

Values

EAWOP is guided by a number of core values. These include:

- The desire to develop and nurture work and organizational psychology across Europe.
- Respect for diversity and equality between countries and people.
- Positive recognition of the contribution that work and organizational psychology can bring to people's working lives, and their work organisations.
- The best foundation for work and organizational psychology is science-based knowledge and practice.

- Positive recognition of the benefit of cooperating at a European level on issues and activities relating to work and organizational psychology.

Strategic Aims

- Increasing influence at a European political level.
- Engaging in innovation and development of work and organizational psychology in Europe.
- Enhancing of educational and professional competence and identity.
- Enhancing communication between EAWOP members, and with external organizations.

History

An EAWOP conference took place back in the 1980s. Successful congresses led on to EAWOP as an organization being founded in 1991. It took the political, cultural and linguistic diversity of Europe as a point of departure and acknowledged the existence of various intellectual communities that differ in the way they view and approach the problems of work and organizational (W/O) psychology. EAWOP has tried to open boundaries and establish effective and durable links of cooperation.

EAWOP is an open network in which national associations of W/O psychology as well as individual members can participate. EAWOP builds platforms that make lively contact and interaction among W/O psychologists in Europe possible. EAWOP offers a means for communication, exchange of ideas and sources of information on current research, education, training, application, practice and professional issues.

EAWOP aims to raise the visibility and general public's awareness of W/O psychology in Europe. It exerts influence to promote education, research and professional practice. EAWOP tries especially to enhance innovations and developments in the field. EAWOP also builds contacts and promotes cooperation with other professional organisations functioning in neighbouring sectors.

Activities

In order to realise its aims, EAWOP

- Organizes a biannual conference—the European Conference of W/O Psychology, which is one of the largest W/O conferences in the world.
- Provides a journal to members: the *European Journal of W/O Psychology*. The membership fee includes a subscription to the journal.
- Publishes an electronic newsletter with up-to-date information on the association and on what is happening in Europe in the field of W/O psychology, usually appearing three times a year.
- Supports networking of members by offering an Internet site that includes discussion forums for associations as well as individual members.

- Supports and promotes small group meetings designed to communicate a European position on topics important at a European level.
- Organizes task forces that address topical issues in the W/O field, for example on developing a test user qualification in Europe (with EFPA).
- Exchanges information with other associations and official bodies in Europe and beyond, with the purpose of representing European W/O psychology and promoting its interests.

Recent initiatives in 2005/2006 include:

- Research: Funding Small Group Meetings on important topics within Europe. The first meeting is scheduled for January 2007 and will be on the aging workforce.
- Education: We are developing a reference model for the training of W/O psychologists in Europe designed to underpin the mobility of practice within the EU.
- Professional Practice: We are developing standards for test usage in the workplace.

Structure

The highest body in EAWOP is the General Assembly, which consists of member associations (called constituents) and individual members. It decides on the general policy and budget of the association and elects the President and the Executive Committee (EC). The EC elaborates and implements the association's policy and is responsible for its activities and administration. The EC is supported by task forces and the Secretariat. The Constituent Council, composed of representatives of the Constituents, advises the Executive Committee on any relevant issue. There is considerable room for activities that are not under direct control of the official bodies of EAWOP. Such activities take place in networks or partnerships (run by constituents or individual members).

Language

For pragmatic reasons English is the language of the official bodies, the conferences and the publications. However EAWOP recognises all European languages as equal means of communication. Networks can use any language they prefer.

Constituent Members

Any professional association, scientific or practitioner, or division or section of such an association, which satisfies the following criteria can become a Constituent of EAWOP: (a) it has its domicile in any European country, (b)

its aim is to promote W/O psychology, (c) its members hold a university degree in psychology or have an equivalent qualification, (d) it is willing to supply certain services to EAWOP members, (e) it is willing to take part in the Constituent Council. Constituents take a share in the governance of EAWOP and running activities, that is, through decision making in General Assembly or by participating in the work of task forces, Constituent Council, or influencing through the networks.

Our constituents are drawn from all over Europe:

From UK to Ukraine
From Ireland to Italy
From Spain to Sweden

Individual Members

EAWOP has two kinds of individual members: Ordinary members and Associate members.

In order to become an Ordinary member one must:

- be a citizen or long-term resident of any European country
- hold a university degree in psychology or have an equivalent qualification
- be professionally active in the field of W/O psychology, as a practitioner and/or as an academic

Eligible for election as an Associate member is any individual who:

- hold a university degree in psychology or another subject area
- is professionally, as a practitioner and/or as an academic, active in a field that is recognised as relevant for W/O psychology

Associate members can enjoy most of the services provided by EAWOP, including the newsletter and EAWOP-L, a mailing list for work and organizational psychologists .

Membership application form and info, see http://www.eawop.org.

SIOP South Africa (SIOPSA)

Aletta Odendaal
Chair, SIOPSA

It was indeed an honor to represent SIOP South Africa (SIOPSA) at your 21st annual conference. The similarities in our names are a clear indication that we support the same objectives but that we operate in different countries.

South Africa (SA) is one of the most diverse and enchanting countries in the world. Exotic combinations of landscapes, people, history, and culture offer the international visitor a unique and inspiring experience. South Africa is home to 43 million people—a colorful population as diverse in makeup as the country's geography is varied. Almost 77% are Black (or African), 11% White, and 9% "Colored," the local label for people of mixed African, Asian, and White descent. There are 11 officially recognized languages including English; most of the others are indigenous to South Africa. My own home language, Afrikaans, is descended from 17th century Dutch. SA is a developing country with a first-world infrastructure.

SIOPSA aims to encourage the existence of a fair and humane work situation in South Africa, to which all have an equal opportunity of access and within which all can perform according to their abilities.

To this end, SIOPSA strives to create conditions in which I-O psychologists will be able to deliver efficient and effective services to the benefit of all in South Africa by:

- Enhancing the credibility of I-O psychology as a discipline and a profession;
- Encouraging research and the dissemination of scientific knowledge and the acknowledgement of outstanding achievements in the field of industrial psychology;
- National and international liaison with government, statutory bodies, scientific associations, and organizations;
- Monitoring the statutory position of the profession and recommending the necessary statutory amendments in order to ensure the continuing relevance of the profession;
- Defining, promoting, and maintaining ethical conduct within the profession in conformity with internationally accepted standards;
- Providing study bursaries and research grants;
- Maintaining excellence in, and striving towards, the continued improvement of training in the discipline of industrial and organizational psychology;
- Maintaining close contact with the consumers of industrial and organizational psychological services in order to ensure that the training of industrial and organizational psychologists and the services they render are appropriate and of a high standard;

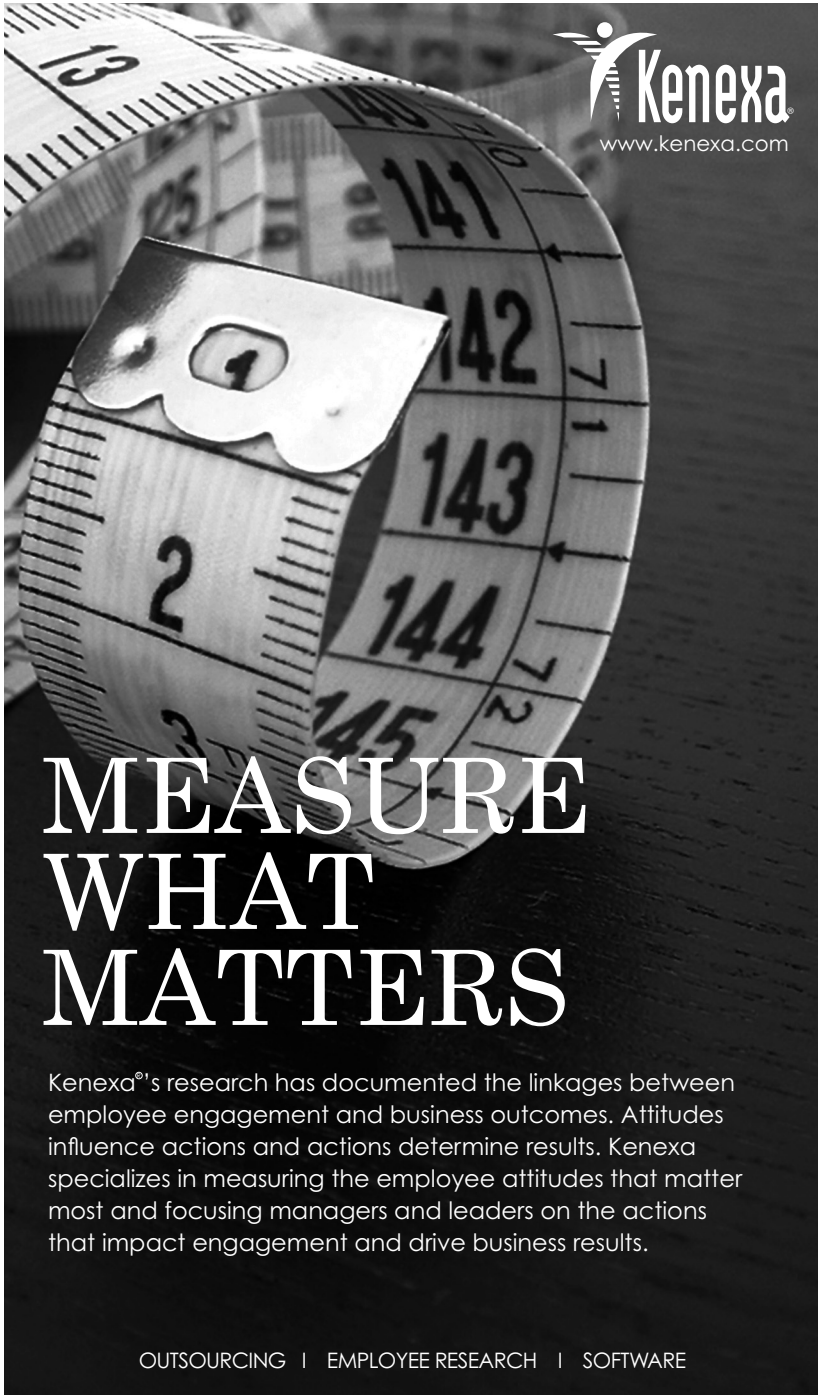
- Striving for services in the field that are available, accessible, and affordable to all in South Africa, and promoting work conditions that provide persons with the opportunity to perform and develop and to experience a high quality of work life;
- Maintaining close contact with the needs of industrial and organizational psychologists in all spheres of industrial and organizational psychological practice and addressing their need timeously.

SIOPSA is an independent society, and it is therefore strategically important to have close links with international professional bodies. I utilized the opportunity to strengthen the relationship between SIOP and SIOPSA but at the same time to invite SIOP members to visit South Africa and participate in research. Across the world, SA is seen as the rainbow nation due to its multicultural and multilingual society, and it therefore provides wonderful opportunities for cross-cultural research. It was indeed a wonderful experience to see a community of interest growing across the globe.

I thank you for the opportunity to provide *TIP* readers with an overview of the core values and goals of SIOPSA as a professional body. During your conference, I extended a formal invitation to one and all to attend our annual conference held 7–9 June 2006. We were indeed honored to have your president elect, **Lois Tetrick**, as well as Nik Chmiel, the president of EAWOP, as keynote speakers.

I want to end in a true South African spirit by saying Ngiabonga, Baie Dankie, thank you!

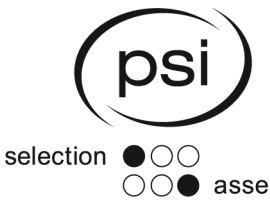
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Sixty Years of Science Guiding Success

Talent Management

Allan H. Church
PepsiCo, Inc.

Editor's Note: This features describes a practitioner forum session presented at the 2006 SIOP Annual Conference.

The ability to attract, identify, develop, and retain key high-potential talent in organizations is critically important to their ability to grow and meet their business needs. Although this has been a recognized area of focus for both line and staff leadership for decades (particularly in organizations with strong talent management functions), the popularity and usage of assessment tools and processes (e.g., formal assessment centers) has waxed and waned in the business environment over the last 50 years. Today, however, the notion of talent differentiation has once again become a significant issue for contemporary senior leaders in organizations.

Between the fall of the notion of life-time employment and the exodus of talent to start-up organizations during the dot com era, the employment contract has forever been changed. Individuals are no longer expecting to grow and develop within the same organization throughout their careers. In fact, often the best way for advancing one's position is by taking a higher level job somewhere else. Although this is fine for the individual, it represents a drain on the organization's talent pool. It also makes identification, retention, and development of one's best talent critically important. As organizations begin to wakeup to these issues, we are now seeing a resurgence of focus over the last few years on talent assessment, management, and accelerated development (Lombardo & Eichinger, 2002). For example, the last 2 years of research from the Corporate Leadership Council (CLC) have focused on high-potential talent identification and engagement, and there are now "talent management" job titles appearing in the workplace.

Although I-O psychologists have often worked on elements related to talent management (e.g., via assessment tools and centers, feedback and coaching, and leadership development programs), identifying and moving talent itself has not consistently been one of our core areas of expertise. This is often in the hands of the HR generalists and others, which is unfortunate as talent identification and development is a strategic priority and is clearly a place where I-O psychologists could be adding more value. In fact the term "talent management" was not included in the 2006 SIOP submission content list—although several sessions this year including ours focused on the subject. In the end, however, if we want to be strategic partners to our clients (Ulrich, 1997), it is critical that we better understand how and where organizations are working with these concepts. Today, the topic of talent management is extremely popular among the broader HR community.

In an effort to respond to these issues and bring greater exposure to the topic of talent management at SIOP this year, we held a practitioner forum focused on the subject in Dallas. The presenters discussed their take on talent management from several different lenses. Participants in our panel included both external I-O psychologists who are well-versed in talent assessment tools and current practices, as well as internal practitioners focused on building and maintaining their own internal talent management processes. Each of the presentations and some of their key messages are described briefly below.

The first presentation was given by Rodney Warrenfeltz and **Scott Davies,** both from Hogan Assessment Systems, entitled "Assessing Leadership Talent: Past Trends and Current Practices*."* The focus here was on the evolution of various schools of thought on leadership (eight different approaches were discussed—e.g., from trait to behavioral) and how this has helped shape our thinking around talent development and assessment. As they pointed out, it is interesting to reflect on the cultural and historical factors that helped shape each approach. Regardless of the model applied, however, the bottom line is that individual differences across leaders are important regardless of other components and that we have gotten better and better at identifying these characteristics over the years with our tools and measures. Aside from the clear influence of technology on the assessment process and the shift in power in the 1970s–1990s from academia to commercial assessment firms in I-O, they concluded that the majority of the innovation in leadership assessment occurred in the first half of the 20th century and that we have a good sense today from a formal assessment perspective of what leadership potential looks like. Rodney closed the session with some trends and observations including the pending talent drain from aging boomers and shifting workforce demographics, the increasing importance and impact that technology is having on our approach to testing online, and the integration of assessment with the rise of the coaching industry as its own area of professional practice in I-O.

The next presentation in the forum was delivered by **Rob Silzer** from HR Assessment & Development Inc. and was titled "Making a Differences in Talent Management; Who is High Potential?" Rob began his provocative presentation by sharing some interesting statistics taken from the recent CLC high-potential study (e.g., only 29% of high performers are also high potentials). He then went on to officially define talent management as "the integrated selection, development, retention and leveraging of the critical talent that is needed to achieve business strategies," and then spent some time walking through what each of the I-O-related levers are in this area. After covering some of the typical and potentially inaccurate ways that organizations often identify and/or classify their high potentials (e.g., manager rating of someone's potential to move two levels higher in an organization) and the issues inherent with these as future criterion variables (e.g., no common definition of what potential actually is or looks like, little understanding of past success context, positive manager bias), he closed the session

with a call for action in four key areas of talent management practice in organizations: (a) better understand the future context requirements, (b) accurately assess current skills and past experience, (c) assess for fungible talent and growth potential, (d) improve our tools, processes and definitions.

The third presentation in our session was intended to essentially blend issues raised from these first two discussions together (i.e., linking research and practice) by describing some of the applied talent management efforts currently underway at PepsiCo. This presentation, titled "Bring on the High Potentials—Talent Assessment at PepsiCo," by myself and **Erica Desrosiers** (also at PepsiCo), focused on an assessment pilot being conducted and the key learnings identified from the research. After briefly describing our HR strategy and how talent management is a key component to the firm, we then described the research and results obtained. We had essentially set out to answer the basic question that Rob posed earlier—are we sure we know what a high potential at PepsiCo looks like, and is there a way for us to spot them sooner and/or deeper in the organization? Using a cross-business sample of 286 employees (managers to VPs, mixed by gender and ethnicity), and stratified across our internal "talent call" categories, we gave them a suite of tools (i.e., Hogan Personality Inventory, Hogan Development Survey, Motives, Values, Preferences Inventory, Hogan Critical Business Reasoning Inventory, and the Lominger Choices Measure) and some one-on-one follow-up feedback sessions. With the help of Scott and Rodney from Hogan Assessments, we then linked this data to successive years of 360 feedback data as well as performance management ratings (on both business and people results) to see if we could predict our internal talent call from these tools. Results revealed a clear profile of a high potential at PepsiCo, and all measures were statistically significant predictors of our talent calls. Moreover, each one contributed something unique to that prediction with a total multiple *R* of .65. We closed the presentation with some potential applications for our organization (e.g., leverage these tools with coaching during major developmental transitions, or when onboarding strategic new hires) and some implications that were raised as a result of this work.

Next we had a presentation from **Michael Barriere**, Amie Nelson, and **Joe Ryan,** all with the Citigroup Private Bank, regarding how they approach talent management for critical roles in their organization. Similar to the call to action given by Rob, Amie described their approach to identifying the most strategic and important roles to the organization from a talent management and business strategy perspective, and how they defined and then mapped competencies to each of these. The next stage in the process was to use 360 feedback to assess incumbents and determine critical role specific success factors and individual development priorities. She also shared a sample of their talent development tracking template that captures in one place all of the information for strategic role incumbents, and all of their back-ups as a tracking

and professional development planning tool. We also reviewed the components of their sales competency model and how it maps to the various critical roles and what that looks like at different levels. Finally she showed the outcome of their research into the two most important themes for their sales team: coaching and developing sales talent, and developing and executing strategy.

The last formal presentation was from **David H. Oliver** at PepsiCo International (PI), and **Paige Ross** with Avon Products (formerly with Pepsi-Cola North America), titled *Translating Assessment Results into Development at PepsiCo*. After providing some basic business context to set the stage, David presented on some key talent management challenges facing the international arena within PepsiCo, including increasing retirement eligibility of the senior leadership workforce coupled with immense growth projections particularly in certain parts of the world. He then talked about PI's approach to leveraging the assessment and development tools piloted cross-divisionally across PepsiCo (as noted above) in a more holistic and integrated manner. This approach involved linking the assessment results to a formal leadership development agenda supported by extensive follow-up coaching engagements (e.g., 6–12 months in length). Some of the issues raised by the participants that needed to be addressed included fear and anxiety regarding the potential use of the results for more than just development and concerns over adding more complexity above and beyond an existing set of development tools (e.g., performance management process, 360 feedback, functional competency models, organizational health survey, etc.). These issues were eventually addressed by stressing the importance of self-awareness, ensuring clarity of the purpose and use of the tools, and being selective regarding to whom they were applied (e.g., a select group of high-potential talent hand picked by the CEO of the international business). In addition, he noted that integrating the assessments into a leadership development program helped soften the concerns as well. He summarized by stating in order to translate the assessment data into development they had to (a) change the mindset, (b) use a simple framework when integrating the new tools into the development agenda, and (c) the use of a cadre of external executive coaches to drive development planning and accountability.

Final comments on the session were offered by **Ben Dowell** in his role as discussant. Aside from briefly discussing each presentation, he also offered some of his own personal observations based on his many years in this area with the Bristol-Myers Squibb Company. And, as he mentioned, although talent management is becoming more and more popular in the general human resources area, not many traditional I-O psychologists specialize in this type of work. This is one of the primary reasons that the 2005 and 2006 SIOP fall consortia are focusing in this direction as well, and Ben is the practice co-chair of this event for SIOP this year.

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Nontraditional, Understudied Populations in Work–Family Research: Single, Rural, Older, Working Class, and International Employees

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Editor's Note: This feature describes a research symposium presented at the 2006 SIOP Annual Conference, which was chaired by Jeanette Cleveland.

What are work and family issues in populations made up of single employees, older workers, rural or international workers? How can organizations effectively reduce work–family conflict and work stress? Few studies have investigated work–family issues within these populations. Further, perceptions of organizational support are linked to reduced work–family conflict. A supportive supervisor reduces the detrimental effects of job stressors on work–family conflict and multiple sources of support can buffer negative effects of work–family overload for some workers (e.g., older). This symposium expands our understanding by examining the role of supervisory, family and organizational support among understudied populations, linking supervisory support with perceptions of leadership, and identifying specific leader behaviors that shape perceptions of supportive supervisors. Among these five papers, specific supportive behaviors that leaders can perform to address or alleviate worker stress and work–family conflict are identified.

Background

The preponderance of work–family research has focused on young, often middle-class, managerial or professional families in which one or both parents are employed. Therefore, much of what we know about the individual differences and situation antecedents or outcomes of work and family conflict or stress is based upon families that meet a narrowly defined set of criteria (Cleveland, 2005). Yet trends in marriage, divorce, the aging workforce, semi or low skill/pay jobs, and internationalization of economies have led to increases in single or single-parent households, delayed relationships and marriages, midlife work–family challenges, and questions about work–family issues associated with social class and global work. Gaps remain in our understanding of how the interface between work and family domains may vary for workers of different ages, marital status (e.g., single), socio-economic status, class, and nationalities.

Perceptions of informal workplace supports are linked to reduced work–family conflict (e.g., Allen, 2001). In this symposium, chaired by Jan Cleveland, five papers highlighted how various workplace supports help diminish work–family conflict across a diverse set of populations. Each study

contributes to our understanding by examining specific forms of workplace support on work–family conflict and other outcomes.

Single Employees

In the first paper, "The Moderating Effects of Managerial Support on the Experience of Work–Family Conflict Among Single Hotel Employees," **April Jones,** Jan Cleveland (both from Penn State), and Alma McCarthy (National University of Ireland, Galway) examined the moderating influence of supervisory support on the relationship between job stressors and perceptions of work–life imbalance among single hotel employees in Ireland. Delaying marriage is widespread within the U.S. and globally (Casper & Bianchi, 2002). The median age at first marriage for women has risen from age 20 in 1960 to age 25 in 2000 and for men during the same time period from age 23 to age 27. Childbearing is also being delayed (Casper & Bianchi, 2002). Approximately 35% of adults between 25 and 34 years of age (or 14 million) in the U.S. have never been married (http://www.census.gov/press-release/www/1999/cb99-03.html). However, we know little about the work and non-work linkages among single employees nor do we know whether or not workplace or job characteristics found to exacerbate or buffer work–family conflict, work stress, or perceptions of imbalance among working parents generalize to single employees. Supervisory support may play a significant role in buffering stress for single, nonparent employees.

In an Irish sample of 91 hotel workers, Jones and colleagues found that perceived job demands significantly predicted perceptions of time–energy imbalance, work–family conflict, and work–life imbalance. Managerial support was significantly (positive) related to job satisfaction and negatively related to intentions to turnover. Further, after controlling for gender and number of working hours, managerial support moderated the relationship between job stressors and work–family conflict. Specifically, when job stressors were high, employees with more supportive managers experienced less work–family conflict than employees with less supportive managers. Therefore, among single employees with no children, a supportive manager is important in reducing work–family conflict. These findings are important for two reasons (a) a significant, growing yet neglected population (e.g., single employees) is examined in relation to work and family constructs, and (b) both the detrimental effects of job stressors and beneficial effects of managerial support appear to generalize from working parents to single employees in relation to work and family conflict. One implication of this is work–family programs can have beneficial effects not only for married employees with children but also for single nonparental employees.

Rural Workers

In the second paper, "Intentions to Use Family Leave Policies: Do Gender, Occupational Status, and LMX Matter?," **Bryanne Cordeiro** and colleagues (A. Grandey & J. Michael, Penn State U.) explore the underlying reasons why supervisor support is such an important predictor of family policy usage (e.g., Allen, 2001; Thompson et al., 1999) by applying LMX theory. They predicted that the type of leader–member relationship that an employee has with his or her supervisor will affect the employee's decision to utilize family leave policies. Cordeiro predicted a curvilinear relationship between LMX and intentions to use family leave policies. On the one hand, employees with low LMX relationships with their supervisors may be less likely to use family leave polices due to a fear of negative career consequences of using policies. On the other hand, employees with high-quality relationships may (a) make informal arrangements with their superiors and thus be less likely to use formal policies or (b) may feel indebted to their supervisors because of favors that they received in the past and are thus less likely to take a formal family leave. Thus, employees with both high- and low-quality relationships may be less likely to use family policies.

In addition, although most research on family policy usage has focused on white-collar employees (e.g., Allen, 2001; Thompson et al., 1999), hourly employees may have different needs than salary employees and thus are an important population to study. In a sample of 315 rural blue-collar wood products manufacturers, Cordeiro and colleagues found a curvilinear relationship between LMX and family leave usage such that employees with leaders high and low in LMX were less likely to use or intend to use personal leave than employees with medium LMX. Further, they found that employees' feelings of indebtedness mediated the relationship between LMX and intentions to use personal leave for employees with high levels of LMX. Those who had better relationships with their supervisors were less likely to intend to use family policies suggesting, that employees with high-quality relationships may feel indebted to supervisors and thus not want to use leave policies. Employees with high LMX relationships received trust and latitude (e.g., control) from their supervisor and reported showing greater loyalty and increased effort in return.

Older Workers

Few studies have examined the role of worker age and work–family linkages. In the third paper, "Age Matters: Age Effects on the Relationships Between Role Overload, Support, and Work-to-Family Conflict," **Carrie Bulger** and **Janet Barnes-Farrell** (University of Connecticut) investigated the moderating effects of worker age on relationships between work- and family-role overload, work and family supports, and work–family conflict.

There remain some gaps in our understanding of how the interface between work and family domains may be different for workers of different ages. In particular, little attention has been given to the way this interface functions for older workers. Often in studies of WFC, samples are explicitly limited to parents of young children, effectively excluding most older workers. In other studies, age is measured but treated as a control variable or as noise. Little attention is given to the possibility that older workers, who are by no means immune to work–family conflict, may experience WFC differently and may rely on different strategies for managing the stressors that produce it.

A few studies have directly investigated age differences in work and family variables by adopting a lifespan development approach. For example, Moen and Yu (2000) found that life stage (chronological age plus parenting stage) along with work hours of both partners and occupational level was significantly related to work–life conflict. Further, age interacts with gender and WFC to predict career satisfaction (Martin & colleagues, 2002). Finally, older workers report more positive work–family spillover and less negative spillover than do younger or middle age workers (Grzywacz and his colleagues, 2002). These studies suggest that age matters in research on relationships with WFC.

Based on these studies, Bulger and Barnes-Farrell hypothesized that workers of different ages have different needs for support from work and family. In turn, this may affect the way that relationships between role stressors and work–family stress "work" for older and younger workers and the extent to which sources of support serve as effective buffers of the stressor–stress relationship.

Specifically, Bulger and Barnes-Farrell investigated three types of support including work support, family support, and family supportive organizational policies. They found that older employees (45 years and older) reported less work–family conflict than younger employees. Yet, younger employees reported greater family support than older workers. Results of a hierarchical set-wise multiple regression analysis indicated a significant three-way interaction between age, role overload, and support on WFC. Subsequent analyses indicated that for workers under 45 years old, work-role overload contributed to WFC but the only source of support that mitigated WFC was family supportive organizational policies.

In contrast, for workers 45 and older, several sources of support were relevant to levels of WFC. In addition to the contribution of work-role overload to WFC, both family supportive organizational policies and family support were directly associated with reduced levels of WFC. Furthermore, work-role overload interacted with work support to predict WFC. Contrary to expectations, there was more work–family conflict among older employees when their supervisor was supportive than when the supervisor was unsupportive. Rather than acting as a buffer, work support exacerbated the relationship between work-role overload and work–family conflict among older

employees. Perhaps one reason for this can be found in the findings of the Cordeiro et al. paper. Cordeiro and colleagues found that employees may feel more indebted to highly supportive supervisors and in return, devote more time and effort for that support (which may, in turn, increase work–family conflict). Clearly more research is needed to clarify the relationship among age, work support and work–family interfaces.

International Comparisons

In the fourth presentation, **Whitney Botsford** and **Lois Tetrick**, "International Comparison (1988–2002) of Attitudes Towards Women Working," examined the trends in attitudes towards women working, gender-role expectations, and expectations or norms as to organizational policies supportive of working women and parents from 1988 to 2002 through a multinational lens. Over the years women have been entering the workforce in greater numbers and today the statistics show that the number of women and men working are approximately equal (Bond, Thompson, Galinksy, & Protas, 2003). At the same time, globalization has connected workers from around the world and there has also been an increase in dual-earner couples, which may have challenged traditional Anglo-Saxon gender attitudes.

Although the industrial and organizational psychology literature tends to adopt an ethnocentric view focused on the United States and a few Western European countries (Triandis, 2001), women comprise 40% of the world's paid workers (World Bank, 2000).

Therefore, it is important to examine the work experiences of women around the world, as an understudied population, in part, because culture at work would be expected to affect the work experiences of women around the world. Botsford and Tetrick analyzed data from the International Social Sciences Program (ISSP) module: "Family and Changing Gender Roles." There were three waves of data from random samples from multiple nations. The 1988 data set included eight countries with additional countries included in 1994 and 2002.

Attitudes towards women working, gender-role expectations, and expectations of organizational policies significantly differed across countries for all three times accounting for 8% to 28% of the variance in these attitudes. Gender differences supported that women had more positive attitudes towards women working than men in all countries (except the Netherlands, Norway, Sweden, and New Zealand in which there were no significant differences), gender-role expectations (except the Philippines and Japan where there were no differences), and expectations of organizational policies. However, the effect size for gender was relatively small, especially compared to country differences, accounting for about less than 1% of the variance in most cases.

There appeared to be a global trend over time with attitudes towards women working and gender-role expectations increasing. Scandinavian

countries, Canada, France, Israel, Ireland, and East Germany were exceptions. These countries may have a history of an egalitarian culture with respect to gender explaining the lack of increases over this time period. Interestingly, countries endorsing expectations of organizational policies supporting working women and parents were predominantly former socialist countries (East Germany, Czech Republic, Hungary, Bulgaria, Slovenia, Latvia, Slovakia). This may reflect a need and expectation for a larger social network than more individualistic countries.

To further understand the country differences, authors conducted a cluster analysis on the three attitudinal variables for 35 countries (U.S., Western and Eastern Europe, Scandinavia, Asia, Middle East, and South America) using the 2002 data and examining the Gross Domestic Product of countries. Results suggested that wealthier countries held less traditional Western gender-role expectations than less wealthy countries. There were a few exceptions to this in that Chile, Brazil, Mexico, Spain, Portugal, Russia, Israel, Taiwan, and Japan actually held more traditional Western gender-role attitudes despite their wealth.

In summary, there is a global trend to more positive and supportive attitudes towards women working and an expectation that organizations should provide support for working women and parents. Although this trend may be global, this study identified countries that were exceptions to this trend. The situation in these countries may be associated with culture/national attitudes and norms, and these associations cannot be solely accounted for by national wealth. Therefore, North American attitudes and practice cannot be assumed to generalize across nations. These national differences suggest the existence of important cultural differences in attitudes towards women working within expanding multinational organizations. Given that attitudes and social norms drive behavior (Fishbein & Ajzen, 1975), these national differences may provide an important context to interpret patterns of women's participation in the global workforce.

Working Class Employees: Development of a Family Supportive Supervisory Behavior Measure

In the fifth and final paper, **Leslie Hammer, Ellen Kossek,** Shelly Alexander, and **Rachel Daniels** offer data on what specific behaviors working class employees and managers believe managers should take to support work and family responsibilities. Although much has been written on the importance of supervisor support for reducing work and family conflict, little research has examined the specific behaviors that supervisors need to exhibit that lead to employee perceptions of managerial supportiveness for work and family.

Focus groups of either grocery workers or store managers were used to identify the broadest possible range of focus group responses related to super-

visory behaviors that are exemplars of supportive and unsupportive of work and family. Although most studies only look at employee' perceptions of supervisor support, Hammer et al. identify both what supervisors believe they need to do and what employees think they should do. In addition, they move beyond general attitudes to identifying tangible actions as well as distinguishing between supervisory support and perspectives on work–family culture and climate.

Although previous research shows that informal supervisory support for work and family may be more important than formal workplace policies (Allen, 2001; Kossek & Nichol, 1992), nearly all such research measures employee self-report of supervisor support for work and family and does not measure actual supportive behaviors. (For exceptions see Dohring, Lee, Kossek, Williams, 2004. Lautsch, Kossek, & Eaton, 2005 for papers conducted on telework and reduced load work with professionals.) Measures are necessary that more specifically operationalize what supervisors do to help employees manage work and family. Further, such measures need to incorporate multiple perspectives including diverse and middle and low income workers need. Family supervisory support behaviors are defined as the behaviors supervisors need to exhibit that are recognized by employees as positively supporting their joint enactment of work and personal life responsibilities. Managers who exhibit behaviors that are supportive of work and family should be perceived as being more supportive than managers who do not exhibit such behaviors. Further, workers who are supervised by supportive managers should in turn experience lower levels of work and family conflict and higher levels of work and family positive spillover. Ultimately, the positive spillover can impact individual workers' health, safety, work, and family well-being.

Data were used from four focus groups of grocery workers (store managers, department heads, part-time associates and full-time associates, district managers). Workers were both nonunion and unionized from the northeastern U.S. (United Food and Commercial Workers-UFCW). Participants were asked what are store manager and department behavioral examples reflecting helpful and NOT helpful behaviors in managing work and family. Results indicated that supportive behaviors reflected four themes: commuting support (e.g., helping an employee to transfer to a store closer to their home for personal reasons), awareness/sensitivity to employees' work–family needs (e.g., listening and offering assistance and/or advice; showing concern and offering assistance in time of need), scheduling flexibility (e.g., making changes to an employees' schedule to accommodate emergency needs), and respect towards employees (e.g., encouragement of an employee through attitude and praise). In addition, a number of themes reflecting unsupportive supervisor behaviors emerged. The five themes and exemplar behaviors were culture of work first (e.g., necessity to attend meetings outside sched-

uled work day), unapproachable managers (e.g., lack of communication with employees), scheduling (e.g., inconsistent scheduling on a regular basis), understaffing (e.g., understaffing at all levels makes flexibility very challenging), and disrespectful attitude (e.g., fear-based management).

Conclusions

There are at least three takeaway points from this symposium: (a) interventions designed to address work–family imbalance within organizations need to include all segments of the workforce in order to assess the effectiveness of such practices; (b) one critical target area for intervention via selection and training is in developing skills and behaviors associated with family supervisory supportive behaviors; and (c) there continues to be a lot more work to be done—theoretically, empirically, and in practice—in order to understand the boundaries associated with work–family interfaces.

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Challenging the Scientist–Practitioner Model: Questions About I-O Education and Training

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Editor's Note: The following paper resulted from an Education Forum panel discussion at the 2006 SIOP conference. The author of this paper submitted the original conference proposal.

The field of I-O psychology is commonly described as adhering to the scientist–practitioner model. For example, in his widely used textbook Muchinsky (2006) states, "the education of I-O psychologists is founded on the scientist–practitioner model, which trains them in both scientific inquiry and practical application" (p. 3). The SIOP guidelines for doctoral education and training describe the scientist–practitioner model as their "underlying theme" in that the "I/O psychologist is frequently both the generator of knowledge and the consumer/user of such knowledge" (SIOP, 1999, *Perspective of the Guidelines: The Scientist–Practitioner*).

In this article, I will argue that although our field is indeed founded on both science and practice, the true scientist–practitioner model is seldom enacted in our training programs. Despite our espousal of the scientist–practitioner model, it appears that our field has not closely examined what the model actually implies for training and professional activity. This is not surprising because the model was developed by psychologists concerned with the preparation of clinical psychologists (Benjamin & Baker, 2000). It may be that alternative models of professional preparation, such as the scholar–practitioner (Wright, 1983; Korman, 1974) or local clinical scientist (Stricker & Trierweiler, 1995) models may be more appropriate for industrial and organizational psychology as a whole. This article is intended to stimulate consideration of this possibility, and a closer enactment of the true scientist–practitioner model where that is appropriate.

Recent articles in *TIP* have reviewed the application of the scientist–practitioner and scholar–practitioner models to the preparation of I-O psychologists. Therefore I will only briefly review these perspectives, after which I will suggest a third approach, the "local clinical scientist" model (Stricker & Trierweiler, 1995), which may be well suited to education, training, and work in I-O psychology. In particular, this approach seems appropriate for programs that emphasize preparation for practice. In conclusion I will raise some questions about preparation for practice in I-O psychology.

The scientist–practitioner approach. The scientist–practitioner model is identified with the 1949 Boulder conference and characterizes the perspective usually associated with university-based academic programs in clinical psychology. In this tradition, psychologists would be trained in a manner that

integrates science and practice, with each a focal activity and each informing the other. For example, students would learn *about* scientific methods and findings and *about* practice techniques and skills. Simultaneously they would have opportunities to *conduct* scientific research and clinical practice under the supervision of faculty who themselves are actively engaged in both types of activity. Training programs would maintain research as well as clinical facilities, and the two activities would be integrated whenever possible, with research-based practice that itself is the subject of research.

An updated consideration of the Boulder model appeared in a section in the *American Psychologist* (Benjamin & Baker, 2000) that commemorated the 50th anniversary of the Boulder conference. Belar and Perry have also described the essential characteristics of the scientist–practitioner model as agreed by a national conference on this topic. According to Belar and Perry, "there was consensus that many programs that currently identify themselves as adherents of a scientist–practitioner model fail to meet this fundamental requirement" of integration of science with practice (1992, p. 71). In stronger terms, Stricker and Trierweiler have stated "the name *scientist–practitioner model* seems to have become merely a rhetorical device reserved for the scientific training programs" (1995, p. 995).

The application of the scientist–practitioner model in I-O psychology graduate training has recently been described by Bartels, Macan, Gutting, Lemming, and McCrea, (2005). These authors studied the mechanisms for addressing the practitioner side of the Boulder model as described in the SIOP listing of 122 master's and 102 doctoral programs in I-O psychology and on programs' Web sites. They found that 60% of master's and 63% of doctoral programs described their orientation as scientist–practitioner. Master's programs were more likely to describe themselves as "mainly applied" (30%) but doctoral programs were more commonly described as "mainly research"(26%; p. 61). Among the scientist–practitioner programs, the most common techniques for training in practice skills were reported to be supervised experience (88%), formal courses (23%), and consulting experience (16%). Supervised experience was described more commonly by master's programs (96% vs. 80% for doctoral programs). In contrast, formal courses (20% vs. 27%) and consulting experience (6% vs. 28%) were reported more frequently by doctoral programs.

The scholar–practitioner perspective. A second popular model, called the Vail model after the 1973 conference at that location, is more commonly associated with professional schools of psychology, many of which award the PsyD degree. This "scholar–practitioner" model developed out of disillusionment with the narrow enactment of the scientist–practitioner model and distrust of its ability to produce graduates who were well-prepared for practice. In the words of Stricker and Trierweiler, it was thought to be "frozen in a model that emphasized existing models of scientific training at the expense of practice" (1995, p. 995).

According to Logan Wright, the scholar–practitioner model emphasized the scientific foundation of psychology training and high standards for service delivery. Science and practice would be integrated by "applied research…a critical (scientific) attitude in professional practice as in research…an intellectual interest in and understanding of one's profession, the body of knowledge on which it is based, and the methods by which that knowledge is gained and professional service is rendered" (1983, p. 11). Scholar–practitioner programs generally place increased emphasis on science-based practice skills and may see themselves as preparing consumers of science rather than active scientists.

An application of the Vail model to graduate work in I-O psychology was described by Thompson, Garman, Horowitz, and Barr (2005), who argued that this model is particularly suited to the preparation of practitioners in I-O psychology. To illustrate, they discussed three curricular components of an I-O master's program that focus on preparation for practice. The first is a professional development course covering "(a) self-awareness and interpersonal skills, (b) networking and professional integration, (c) diversity training, and (d) research and writing skills" (p. 108). The second is a student assessment center with individualized feedback, and the third is a two-course internship sequence that includes ethics, supervised practice, and career planning. Some students also work in the school's consulting center. The program itself could be understood as action research that generates data that are used to revise and improve the program.

The local clinical scientist model. A third approach has developed from the scholar–practitioner model within the practice-oriented graduate training community. It appears highly relevant for education and training in I-O psychology as well as for the work of many practitioners. Trierweiler and Stricker define the local clinical scientist as "a critical investigator who uses scientific research and methods, general scholarship, and personal and professional experience to develop plausible and communicable formulations of local phenomena" (1998, pp. 24-25). They acknowledge that the activities of science and practice may appear incompatible for the individual psychologist. However, if science and practice are considered *attitudes or identities*, this incompatibility may be reduced or eliminated because the individual psychologist need not simultaneously be engaged in both science and practice. The scientific attitude implies "openness and receptivity to a multiplicity of approaches to a problem." It also implies a valuing of empirical support, skepticism, awareness of personal biases, concern for "ethical implications of interventions," and "collegial interaction and feedback" (Stricker & Trierweiler, 1995, p. 999).

Science is based upon empirical observation; in this model, equal consideration is given to development of skills in objective, subjective, participant, and self-observation. A scientific approach to practice would involve identification of a problem and formulation of alternate hypotheses to account for

observations. The practitioner must be skilled in the collection and application of pertinent information that may support or disprove these hypotheses. The model also focuses on consensual verification and replicability of results, and emphasizes the importance of publicly sharing one's observations and conclusions with a community of peers.

This model was developed by clinical psychologists, hence the second word in its title. However, if we think more broadly about scientifically based practice in a variety of fields, we might substitute the word "applied" or "practicing" as a qualifier, as in "the local applied (or practicing) scientist model."

Stricker and Trierweiler explain that science deals in generalizations that apply widely and is often understood to rely upon large samples and controlled research environments. Practice, on the other hand, takes place in a particular individual situation, which leads these authors to use the term "local." The emphasis on "local thinking and problem solving" (1995, p. 997) places a focus on the *context* of practice. It calls attention to idiosyncratic, unique, or particular aspects of settings in which scientific approaches to practice are applied. In the words of Stricker and Trierweiler, "a major task for the local clinical scientist is to generate evidence that either supports or questions the applicability of scientific conclusions in particular cases" (p. 997).

The term "local" may refer to a particular application of science to the individual case. It may also denote considerations specific to particular groups, cultures, or subcultures. In addition, it implies the particular unique juxtaposition of events or characteristics and the specific space and time location of each particular instance. The emphasis is on bringing general science to bear on the individual case.

It seems that this approach should characterize the informed practice of I-O psychology. For example, empirical research can identify frameworks and methods that will be useful in the applied organizational work of I-O psychologists. However, "observations of the immediate setting and…experience gathered from years of local practice" (p. 998) should inform this applied work.

Although Trierweiler and Stricker present this view as a model for scientific practice, they draw implications for pedagogy. Students should be prepared in "attitudinal, critical thinking, and methodological skills" (1998, p. 31). Attitudes should be those of open inquiry and valuing of evidence. Critical thinking involves the application of logic to the examination of evidence and the search for confirmatory and disproving data. Methodological skills in both science and practice are essential.

Although to my knowledge there are currently no I-O graduate programs based on the local clinical scientist model, I suggest that a program based on this model might include some of the following elements:

1. Both didactic and experiential instruction in scientific method and technique, as well as in various I-O techniques and methods that have been found to be sound, scientifically and legally;

2. Training in the use of a sort of template for approaching an applied situation as a scientific experiment, including diagnosis, development of alternative hypotheses and identification of data that could support or challenge them, implementation of feasible methods of data collection to guide intervention, and a clear plan for evaluation;

3. Training in the application of a system perspective to the individual situation in which a particular technique is to be applied;

4. Supervised experience in proceeding with intervention on the basis of explicit hypotheses about what is going on in a particular situation;

5. Emphasis on identification and collection of types of data that can support or refute one's hypotheses;

6. Cultivation of an attitude of inquiry and the value of generating new knowledge as well as applying that which already exists;

7. Emphasis on the importance of communicating results of this "local applied/practicing science" in ways that can advance knowledge, including case studies, qualitative research, workshops, books, and other means.

Implications and questions for education and training in I-O psychology. How do the various models guide our thinking about the design of graduate preparation in I-O psychology? First, although the three models discussed above were developed in the context of doctoral preparation in clinical psychology, they have been or could be extended to other applied fields such as I-O. In clinical psychology, the first two models are associated with different approaches to curriculum design and institutional setting of professional preparation. (Political tensions within psychology are also relevant. Stricker and Trierweiler state, "It is not necessary to take sides in this debate to observe that a great many decisions that have been made have been governed by considerations of political power rather than of sound training, and neither practice nor science benefits from such actions" [1995, p. 996].)

In contrast, I-O psychology does not appear to have engaged in the same degree of collective analysis of training models (or their politics). Academic programs in I-O psychology take a variety of approaches. Their designs often appear to be a result of local and idiosyncratic processes and choices rather than a collective decision to provide a specific sort of education and training experience. Would it be useful for our field to direct more attention to the conceptual foundation for the design of programs? Would this lead, perhaps undesirably, to increased uniformity or political tensions across programs?

Second, do our graduate programs actually enact the familiar scientist–practitioner model upon which we claim they are based? The remarks of **Paul Muchinsky**, discussant for a recent SIOP panel about these models, suggest that we do not. He pointed out that our field has resisted any form of accreditation, which might be used to verify that programs adequately and appropriately prepared their students for practice. Many I-O programs do not require internships or practica, and some discourage them (SIOP,

2006). Collectively we are conflicted about the appropriateness of licensure for practice in I-O psychology (SIOP, 2006), when licensure is the typical procedure for identifying professionals who have been prepared to provide services to the public. An argument can be made that many I-O programs voice support for the scientist–practitioner model without fully understanding and accepting the implications of this decision.

Third, as I have suggested elsewhere (Hays-Thomas, 2002), the scientist–practitioner model that seems so widely accepted may not be the most appropriate model for graduate programs that focus on the preparation of practitioners. In particular, the typical 2-year, 40- to 50-hour master's program in I-O psychology, which usually emphasizes practice, may be better served by the scholar–practitioner or local clinical scientist models. Indeed, the SIOP *Master's Guidelines* refer to "the generalization that master's-level students will typically be consumers of I-O knowledge, rather than producers of new knowledge" (1994, pp. 2-3). In a 2-year program it is extremely challenging to include sufficient research training and experience for the *generation of scientific knowledge*, along with coverage of the appropriate knowledge base and necessary supervised application. However, the *scientific attitude* of the local (clinical) scientist model can be acquired. Such a program *could* cover foundational content as well as teach about research and scientific inference, cultivate an attitude of skeptical inquiry and local empirical problem solving, and prepare students to make good use of the research of others.

Fourth, is there a tension between any sort of science-based application in I-O psychology and the demands of practice in business settings? Ever-present financial pressures and the norms of business and industry may work in opposition to a deliberative and inquiring science-based approach.

Finally, we might ask whether the doctoral preparation of present faculty members has explicitly prepared them to teach and supervise the application of I-O psychology. How do we learn to supervise students who are learning the practice of our field? In clinical and counseling psychology education, and in the licensure requirements that constrain practice, it is clear that consideration has been given to the learning of supervision. Is it appropriate for I-O psychology to direct more attention to the teaching, supervision, and learning of practice, and can this be done while retaining the flexibility and variety that characterize our field?

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Author Note: ***Lynn Bartels, Laura Koppes, Therese Macan****, Paul Muchinsky, and* ***Jennifer Thompson*** *participated in an Education Forum organized by the author for presentation at the 2006 SIOP conference. This paper has benefited from their comments at that forum.*

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Foundation Endowment Reaches $1,000,000 and Other News

Paul W. Thayer
SIOP Foundation President

As announced at the annual conference, the SIOP Foundation reached $1,000,000 this year, and we are already working on the second million. **Ann Howard** has doubled the size of the endowment for the Bray and Howard Award that provides grants for research on assessment centers and/or management development. Doug's passing in May was a blow to all. He was an innovator and researcher of the first rank. Ann has asked that those who want to offer a remembrance do it through a contribution to the Bray and Howard Award Fund. We are saddened by his passing.

Two new initiatives are of interest, the Raymond A. Katzell Media Award and the Mary L. Tenopyr Scholarship Fund.

Late last year **Kitty Katzell**, Ray's wife of many years, made a generous gift to endow an award that will recognize members of the media, such as science writers, reporters, television writers, directors, and so forth, who have publicized evidenced-based science and/or practice in public media. Some members are excited enough about this new means of making I-O psychology more visible that they are adding to Kitty's gift. Jan Wijting, one of Ray's students, is spearheading such a drive.

If you are interested in doing so, send a check as described below with Katzell Media Award on the note line. With current contributions, a prize is possible of $4,000 plus expenses to attend the annual conference and address us. The greater the endowment, the larger and more attractive the award.

Mary Tenopyr expressed an interest and provided funds in her will for a graduate scholarship. Several thousand dollars have already been contributed by others to make a substantial scholarship possible. **Jerry Kehoe, Shelly Zedeck,** and **Frank Erwin** are approaching former colleagues and friends. If you wish to add to this fund, send a check as indicated below, noting that it is for the Tenopyr Fund.

All checks should be made out to the Toledo Community Foundation/SIOP Foundation, and sent to:

The SIOP Foundation
P.O. Box 1205
Bowling Green OH 43402

SIOP 2006! Dallas, Texas





International visitors to SIOP included Aletta Odendaal of SIOP South Africa and Nic Chmiel of EAWOP (above), as well as Rene Bergermaier (HRC Munich) and Heinz Holling (University of Muenster), both of Germany (below).
Photos courtesy of Chuck Clark Photography



Historian Mike Zickar and *TIP* Editor Laura Koppes share a laugh at one of the many receptions held at the Adam's Mark Hotel.





NEW SIOP FELLOWS!
Photo courtesy of Chuck Clark Photography



Amit Kramer, Sankalp Chaturvedi, and Jing Zhu enjoy the SIOP festivities!

Minnesota State-Mankato Bag Stuffers! Thank you for your help!

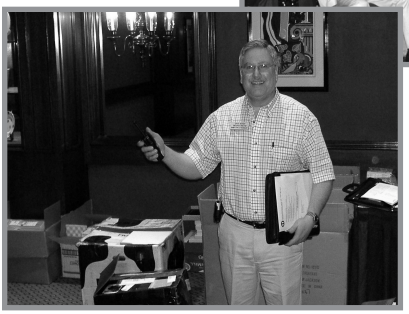




SIOP AO Staff. Ahmad Awad, Linda Lentz, Clif Boutelle, Jamie Jackson, and Larry Nader

Right: Awards Chair Joyce Bono addresses the well attended Plenary Session on Friday morning.





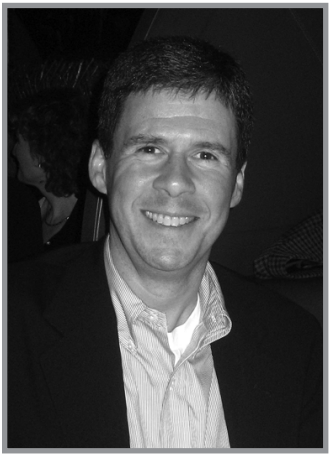
Outgoing President Leaetta Hough passes the gavel to Incoming President Jeff McHenry.
Photo courtesy of Chuck Clark Photography



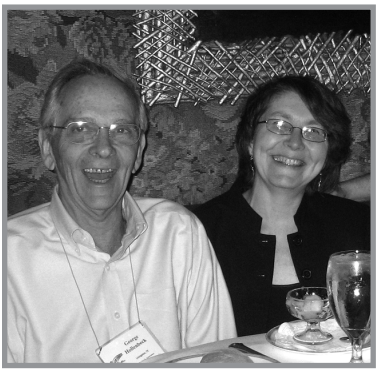
Below: SIOP Executive Director Dave Nershi makes order out of chaos when setting up the registration area.



SIOP's three most recent program chairs get into the Dallas spirit. L-R: Lisa Finkelstein, Rob Ployhart, and Julie Olson-Buchanan



Outgoing SIOP Conference Chair Donald Truxillo was elected Fellow in 2006!



Above: New Fellows Chair George Hollenbeck shares dinner with APA Council Representative Janet Barnes-Farrell.
Below: Kathryn Mearns and Michael Ford present their poster with President Elect Lois Tettrick.

See you in NYC in 2007!



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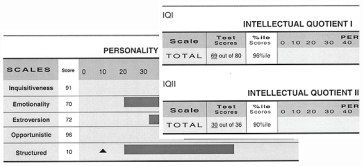
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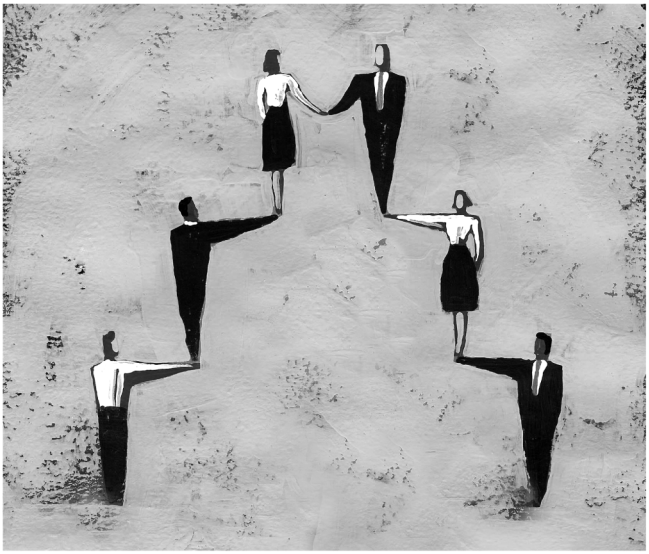
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Farewell Predictions

R. Jason Weiss
Development Dimensions International

After beating the technology drum in *TIP* for some 11 years, this will be my final column. As my farewell, I'd like to use this space to reflect on where we've come from and offer some thoughts on where we are heading.

The predecessor to this column started in 1995 as **Traveling in CyberSpace**, written by Philip Craiger, with myself as frequent coauthor. The name feels extremely dated now, wide-eyed and innocent, reflecting an attitude that prevailed through the early days of the Web. Our early columns were simply an effort to introduce the Internet to *TIP* readers without any illusion that there was much related to I-O on the early Web other than SIOP's home page (which, coincidentally, we maintained in its infancy, painstakingly coding every page by hand—To see how far we've come, visit http://www.archive.org and enter www.siop.org into the "Wayback Machine" box).

The years that passed as we wrote **Traveling in CyberSpace** brought increasing technological sophistication on the part of SIOP's membership. In response, I began writing **Leading Edge** in 2001 to focus primarily on next-generation technologies and tools that would have important implications for future applications related to I-O. Some of the technologies that I've introduced are now commonplace—XML (Weiss, 2001) and Web services (Weiss, 2003). Others remain decidedly futuristic, such as ubiquitous computing (Weiss, 2002b) and the semantic Web (Weiss, 2002a). Given their vast scope, I would not be surprised if these technologies do not enter popular use for some time to come.

As a field, we have come a long way in the 11 years since the effective dawn of the Web. In the 5 years spanning **Traveling in CyberSpace**, much of I-O's approach to technology was around creating online versions of traditional, paper-based tools and processes, in hope of achieving simple gains through automation. In the 5 years since I began **Leading Edge**, the nature of our applications has advanced considerably. I've increasingly seen solutions designed directly for the Web and for which there are no conceivable offline counterparts. What will the next 5 years hold? As I sign off from this column, I'd like to suggest some trends that I foresee playing out:

Standards bodies will evolve and grow in stature. Standards bodies such as HR-XML arose to facilitate the encoding and communication of business information for information systems. Through their efforts, it is increasingly rare for vendor and client software teams to spend countless hours hashing over how

they will exchange data on test scores, resumes, or background checks, for example, between databases that use different data-representation schemes. When I first wrote about HR-XML (Weiss, 2001), it was just getting off the ground as a standards body and had much to learn. As of this writing, quite a number of HR-XML specifications have been proposed, and more are in process.

As new systems are created and older ones updated, these specifications will play an increasing role in the design process. In many respects, this will be beneficial, as they will cue the capture of data or development of features that might otherwise be missed. To take a simple example, assume a team is working on the contact information page of a software application under development. If they discover a standard contact information schema that can apply internationally, it is likely to shape their approach to what may have started out as a form based on American address standards. Extrapolating this tendency across organizations, we may eventually see a certain similarity appear across software offerings. Another effect of the presence of such standards could be a reticence to develop functionality in directions for which standards don't exist. Both of these potential results reflect the strong normative influence of standards and argue for openness to the development of superior solutions that may not easily fit the standards but that suggest future directions for their evolution.

Paper-based processes will not vanish. One of the early visions of technology was the notion of the paperless office in which all work would be done on computers, with none of the clutter that paper brings. Despite advances in the technologies that could enable us to achieve this lofty goal, the paperless office is still some ways away. Similarly, the more technologically inclined among us may dream of a future in which I-O software solutions completely replace paper-based processes. There is merit to this perspective, but I would argue that a better vision for the future maintains paper-based processes as an important counterpart to online processes. Paper will remain necessary for situations in which online access is unreliable, too slow, or entirely unavailable. I foresee three potential levels of fusion of paper and online processes:

1. *Paper as a backup to online systems*. The lowest level has paper tools pressed into play when needed, outside of established online processes. For example, should automated online delivery of a personality instrument fail, an administrator could e-mail a paper version to a participant who would then complete it and send it back for manual scoring.
2. *Graceful degradation from online to paper processes*. A more advanced application will offer several possible combinations of online and paper processes given the client or user's technological environment. This application will offer multiple possible combinations of online and paper processes that can be deployed so as to achieve whatever benefits may be gained from software, while using paper to ensure delivery quality where it is critical. Using the former example, the software system

itself would offer a paper version of the personality instrument that can be printed out and completed offline in the event of delivery issues.

3. *Tight integration of online and paper processes*. The most advanced application allows graceful degradation but efficiently returns data gathered offline to the online process. At this level of integration, the paper version of the personality instrument would be automatically tagged with identifying codes that help route the data appropriately after the document is scanned. Even processes that are performed offline by default will have a means to quickly and easily store their outputs online.

New tools will help us better understand and communicate our data. I remember reading Wainer and Thissen's (1993) discussion of graphical data analysis back in graduate school and thinking, "Sure, it makes perfect sense to start by looking at the data. If only they were easier to visualize…" As consultants, too, we recognize that it is critical to have effective presentations of our data. We are further encouraged to do so by our clients, who wish to see their results in forms that are immediate and accessible and that do not require extensive explanation to produce meaningful insights. Yet, configuring charts to produce something sensible, much less insight provoking, has always required more work than seemed necessary, and the necessary tools are frequently confusing and frustrating to use. Further, helpful guides like Wainer and Thissen (1993) aside, we have lacked an orientation toward the effective design of data graphics. More often than not, in my experience, our goal in this area has been to avoid hindering effective interpretation. Rarely have we focused on the positive obverse of this issue, which is to design data graphics that promote interpretation.

The software side of this issue looks promising. The graphics capabilities of common statistical software packages (e.g., SPSS and SAS) have evolved greatly and will undoubtedly continue to do so. Further, Microsoft has placed a new emphasis on data visualization for Office 2007, with a revamped charting engine and other new features for graphically interpreting data. Learning these tools and becoming proficient with them will be half the battle. Thought leadership around data graphic design will be the other half. This will come from market demand, as I noted before, from competitive pressure, and from the presence of better tools. I remember the advent of Harvard Graphics and how it inspired us to think in new terms to produce slick data graphics. I think we are on the verge of a similar leap with these new tools, only our outputs will not only be slicker—they'll be better.

Thank You

As this is my final column, I would like to offer my thanks to the following people. I owe a debt of gratitude to *TIP*'s excellent editor, **Laura Koppes,** for her guidance, patience, and understanding. I must also thank **Debra Major**, the prior editor, who offered me the opportunity to have my

own column. Thanks are due as well to Philip Craiger, who gave me the opportunity to work and write with him back at the dawn of the Web. Last, I would like to thank **Holly Payne** for her insightful review of an early draft of this article.

For Further Communication

I welcome your thoughts, questions, comments, or reactions on this or any of my earlier columns. Please e-mail me at jason.weiss@ddiworld.com.

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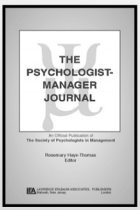
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Possible SIOP Resources

Paul M. Muchinsky*
The University of North Carolina at Greensboro

SIOP members primarily work in three major employment capacities: as staff psychologists, as consultants, or as academicians. Rapidly changing social and economic conditions affect us no matter how we earn a living. The world has become so complex. Gone are the simple days symbolized by expressions as "a day's pay for a day's work," and iconic tokens of employer gratitude such as giving a retiring employee a gold watch for many years of dedicated service. As I-O psychologists, it is our duty to keep pace with the maelstrom of change in the work world. We could all use some help in our jobs.

The other day I was scanning the APA Web site and discovered we are now up to Division 55. The divisions have been added in chronological order. Division 14, which is SIOP, was created over 50 years ago. There are many areas of expertise within psychology. The help we might need as I-O psychologists can be found right within our extended family—our cousins in the other divisions of APA. We should not feel too proud to reach out to them for their assistance when we need it. As part of my unending quest to be of service to SIOP, **The High Society** presents a dozen possible scenarios where other divisions of APA could be used as resources to help us in our work.

1. Your company wants advice from you on how to enhance its organizational image. In particular, it wants to spiff up the main entrance and lobby where customers and vendors first make contact with the organization. The CEO wants your advice on whether the image of the organization would best be enhanced by a folio of reproduced Degas lithographs, a set of faux Brancusi sculptures, or a montage of velveteen tapestries showing four dogs playing poker, Elvis riding a striped tiger, and so on. Although you were trained in enhancing organizational effectiveness, this assignment may be a little beyond your reach. Fortunately for you, help awaits in Division 10: The Society for the Psychology of Aesthetics, Creativity, and the Arts.

2. As a consultant, you have a client who values maintaining a stable workplace. This company believes that turnover is the root of many organizational ills. The company wants your advice on how to maintain employment stability. You might want to seek the advice of Division 36: The Psychology of Religion. The new corporate motto could be "Employees That Pray Together, Stay Together."

*Unamused, indifferent, or entertained readers can contact the author at pmmuchin@uncg.edu.

3. Your boss has the hots for 360-degree feedback. You think 360-degree feedback is a crock. You candidly tell your boss how you feel about 360-degree feedback. You ask your boss if views of people from different vantage points are equally valuable, then why don't we see portraits of people showing the back of their head instead of their face? Your boss fires you for being a smart aleck. You might then want to seek the advice of Division 42: Psychologists in Independent Practice.

4. One of your clients started out as a mom-and-pop company. As business grew, mom and pop hired their children, aunts, uncles, siblings, nieces, nephews, and third cousins twice removed. The only thing you know for sure about the employees of this company is at some point in time they all took a dip in the same gene pool. The company is riddled with petty jealousies, sibling rivalries, and lamentations regarding who loves who the most. Don't be afraid to enlist the advice of Division 43: Family Psychology.

5. You are faced with a particularly dicey problem. A company president insists that his son hold a prominent position in the organization. The company manufactures pogo sticks. The problem is the son is the complete package: stupid and arrogant. The top vice-presidents and managers of the company privately tell you that if the kid stays, they will leave. The only solution you can think of is to convince the president it is time his company went global, and Outer Mongolia is an emerging market in need of new means of transportation. You think it best that the president dispatch his most trusted employee, his own flesh and blood, to set up operations in this international assignment that should last no more than 20 or 30 years. To assist you with this endeavor, get in touch with the folks in Division 31: State, Provincial, and Territorial Psychological Association Affairs.

6. Your department chair calls a special faculty meeting. Attendance is mandatory. The department chair demands the faculty establish and ratify a formal written policy regarding an issue that, although it has never occurred in the 72–year history of the department, might happen one day. In the words of the department chair, "I don't want to be caught having to *ad hoc* this thing" (i.e., "make a decision on my own"). There are 30 faculty members present at the meeting. Following strict adherence to Robert's Rules of Order, the department chair will allow each faculty member a maximum of 20 minutes to present his or her opinion on the issue. Each faculty member uses the full allotment of 20 minutes. As each faculty member offers his or her opinion, all the other faculty members engage in various juvenile displays of disapproval over what they are hearing: scowling faces, head shaking, pouting, mocking grins, slamming pens into notepads, vigorous and highly theatricized note taking, deep sighs and groans, and accentuated strutting to the coffee pot. After 3 hours, 9 faculty have spoken, 17 different opinions have been offered, and 21 faculty have yet to be given their chance to speak. You raise your hand to ask a question. The department chair intones that

although it is not consistent with Robert's Rules of Order to recognize you, the chair will do so anyway. You ask the department chair for permission to take a bathroom break. At the first sign of unison, 30 heads bob up and down. The department chair grants 5 minutes for the break: not 10 minutes, not even 6 minutes. Everyone dashes for the rest rooms, except you. You sneak back to your office and solicit help in dealing with your learned and esteemed colleagues from the good people who run Division 53: The Society of Clinical Child and Adolescent Psychology.

7. The company you work for regularly holds staff meetings populated with high-level executives. One of the executives likes to pontificate about "looking at the big picture," "thinking outside the box," and "in the grand scheme of things." This guy hasn't had a useful, practical, workable idea in his life. Rumor has it that he once returned a screwdriver he bought at a hardware store because it did not come with a set of instructions. You need to find a way to no longer have this individual derail the committee's work with his personal excursions into fantasia. You might help this guy find kindred spirits in Division 24: The Society for Theoretical and Philosophical Psychology.

8. You have been teaching I-O psychology for a long time. You have come to understand that some topics in I-O psychology, like construct validity, are inherently difficult to explain. Yet other topics, although perhaps not easy, are not all that difficult to grasp. You find yourself teaching a class where the students offer you impassioned explanations for their belief in the existence of negative variance, negative probability, and correlations greater than 1.00. Don't be bashful. Reach for the phone and get help from Division 33: Mental Retardation and Developmental Disabilities.

9. You get to the point where you are convinced nothing else will work. No amount of enhanced screening, sophisticated training, advanced mentoring, or intense coaching will do any good. You realize you are just contemplating one useless option after the next. Don't be proud; help is available if you will just reach out for it. That's right, I'm talking about getting help from the newest division of APA, Division 55: The American Society for the Advancement of Pharmacotherapy.

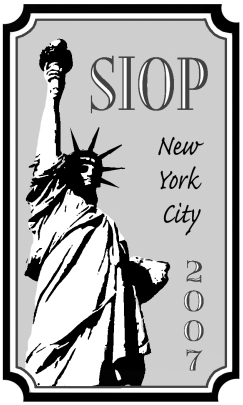
10. You quickly recognize this client is a little different. Every employee of the company is male. Not only are they all males, seemingly they are all alpha males. They all sport tattoos that say "I Love Mother," spit tobacco juice, drive pick-up trucks with shotgun racks, and all have names like Bubba, Red, Lefty, Spike, and Rocky. They begin work every morning by singing along to the Village People's rousing rendition of "Macho Man" played over the company loudspeaker. None of these fellows eat quiche. You know you are going to need help with this crew, which fortunately is available through Division 51: The Society for the Psychological Study of Men and Masculinity.

11. You are a staff psychologist, and you drew the short straw for this dreaded assignment. The company has decided to cut everyone's pay by 25% and to double their workload. Furthermore, given the surplus of other companies in the area hungry for skilled workers, your company can ill afford to have a single employee quit. You have been charged with telling all the employees about their new workloads and "compensation adjustments" in a way that is satisfying, acceptable, and totally pleasing to every employee. Instead of jumping out of a window situated at least 20 floors above ground level, you owe it to yourself to first contact Division 30: The Society of Psychological Hypnosis.

12. Each and every one of us at some point in our professional lives has faced this extremely awkward and nerve-wracking problem. You must give a reasoned, compelling, and convincing presentation on some topic where you have absolutely no facts, data, or evidence to support your position. You have to wing it and simply hope for the best. Don't despair. APA has not one but two divisions that can relate to your plight. They are Division 4 and Division 11. Just as the substance of your presentation doesn't exist, neither do these divisions.

Because of "creative differences" (as they say in Hollywood), this will be my final column. Thanks to those who enjoyed my attempts to give you a few chuckles over the past 7 years.

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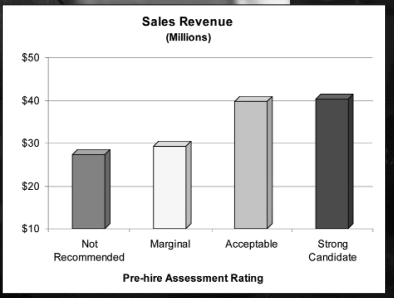
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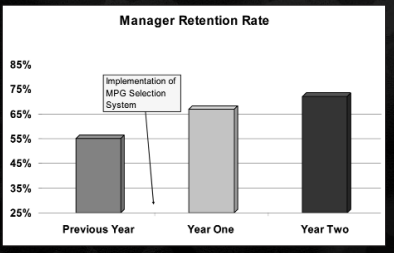


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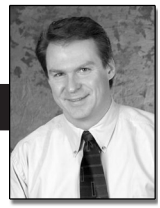
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Good Science–Good Practice



Jamie Madigan
Ameren

Marcus W. Dickson
Wayne State University

In the inaugural issue of the **Good Science–Good Practice** column (*TIP*, April 2006), we discussed how we would be on the lookout for noteworthy research and publications that effectively bridge the scientist/practitioner divide. It just so happens that that the 2006 SIOP conference meant that we didn't have to look much further than Dallas, Texas for a remarkable batch of papers that match that criteria pretty well. These aren't the only presentations and papers that do justice to the good science–good practice framework (there was too much great stuff to see, let alone write about), but they are some of the ones that grabbed our attention more tightly.

Unproctored Internet Testing: What Do the Data Say? (conference session 25)

One noteworthy symposium dealt with unproctored, Internet-based employment testing. Although this has been a hotly debated topic at SIOP and elsewhere in the last few years, this symposium, entitled "Unproctored Internet Testing: What Do the Data Say," caught our attention. The main reason is that it included the results of some impressive research to back up speculations about what happens when companies move to a testing program that lets applicants take the test "at two-thirty in the morning in their bathrobe."

Jana Fallon, Jay Janovics, Jason Read, James Beaty, Eyal Grauer, and **Josh Davis** presented empirical research looking, among other things, at the effects of moving testing up to the beginning of the selection process and making the tests unproctored. Generally, test score means were stable and did not change over time.

However, in perhaps what was the most eye-opening presentation, **Ken Lahti** and **Paul DeKoekkoek** discussed their utility analysis and ROI estimates for unproctored testing. What made this discussion interesting was that it pointed directly at the elephant in the room: Most unproctored testing programs omit a cognitively loaded test, and when you do that, the validity of your overall process diminishes. Even with conservative estimates of the dip in validity, the researchers found that if the move to unproctored testing means dropping cognitive tests, the utility of the whole system does not compare favorably to the utility of proctored tests that do contain the cognitive

component. It's a great example of how rigorous research can reveal problems when real-life changes are made to a selection system, as well as suggest how they can be circumvented (e.g., doing part of the testing unproctored and finishing it off with a proctored session with fewer test takers).

Learn 'N' Play: Effectiveness of Videogame-Based Simulations for Training and Development (conference session 153)

Keeping with the digital theme, one of the more inherently interesting symposia dealt with the application of video games to enhancing training effectiveness. The session contained two theoretical pieces and two empirical studies, which fits the needs of this column almost by definition. Karin Orvis**,** Michael Garrity, Diane Miller, **Janis Cannon-Bowers,** Ben Sawyer, and Adams Greenwood-Ericksen made presentations that looked at where the nature of video games might provide benefit to (or detract from) training effectiveness. By sheer virtue of their interactivity, engagement, and complexity, videogames represent a chance for trainers to draw trainees in and get them to meet learning objectives—if done correctly. The presentation by Cannon-Bowers in particular was an interesting summary of an entire research line that at the moment is practically untapped by practitioners. It's a blank slate ready to be filled in.

James Belanich, Laura Mullin, Karin Ovis and Daniel Horn supplemented the theoretical pieces with research looking at how the effectiveness of videogame-based training is influenced by both characteristics of the game and characteristics of the trainee. Belanich and Mullin, for example, provided useful data for researchers seeking to maximize the use of videogame-based training by finding that training-related information tended to be recalled more successfully when the videogame presented it with spoken text or graphical images. Likewise, information was recalled more frequently if it was related to the context of the videogame, such as in mission details or game objectives. Orvis, Belanich, and Horn also presented a study whose findings suggest that trainee characteristics such as familiarity with videogames and goal orientation could influence the effectiveness of such training.

Again, these represent tantalizing starting points for fascinating research at the intersection of science, HR systems, and entertainment. Audience discussion inevitably turned to the use of videogames for employment testing and even exercises to measure emergent leadership. We look forward to more research in this vein.

Testing Strategies for Reducing Adverse Impact (conference session 54)

As a field, we've wrestled with issues of bias and differential selection rates for years. This symposium presented several new approaches to these problems, and though much of what was presented is still in developmental phases,

practitioners in selection and assessment should be aware of these developments that are coming down the pike. **Anu Ramesh, Paul Hanges** and Michael Dougherty's paper on "Measuring Working Memory in Firefighter Applicants: Validity and Adverse Impact" focused on "working memory," which includes things like allocating resources, actively holding information for access, and processing information, and which differs from short-term memory in that working memory is active memory rather than simply storage. They found that a test of working memory was as reliable as more traditional tests of reading and math abilities, that working memory was significantly correlated with those traditional tests (r = .39), and that working memory had lower adverse impact against Blacks than did the traditional tests (48 σ vs. .78 σ), when applied to a sample of applicants for entry-level firefighting positions.

In "Black–White Differences in Reading Comprehension: The Measure Matters," **Mina Sipe, Paul Hanges,** and **Harold Goldstein** presented evidence that a new reading test—the Reading Components Processing Test (RCPT), developed by Hannon and Daneman (2001)—correlates significantly with standard reading comprehension tests but with reduced adverse impact. The RCPT includes four constructs: text memory, text inferencing, knowledge access, and knowledge integration. The test did correlate with traditional reading comprehension tests and in some cases showed significantly reduced adverse impact against Blacks, but unexpectedly, it also showed (for one construct) significant adverse impact against Whites.

Finally, in "Does Relaxing Time Limits on Cognitive Ability Tests Reduce Adverse Impact? An Examination of Self-Regulation as a Moderator," **David Mayer, Lili Duan**, and Paul Hanges presented evidence that the elimination of time limits on cognitive ability tests can reduce adverse impact, but consistent with self-regulation theory, the effects were primarily driven by improved performance by those Black test takers who were low on time management and self-regulation skills.

All of these presentations demonstrate that I-O psychologists are continuing to wrestle with test bias and adverse impact and that creative new approaches to research will continue to provide practitioners with better tools to select talented people while reducing the influence of nonrelevant variance.

Obviously, there were several excellent symposia at the conference. But we also hit the poster sessions and wanted to mention a couple of the posters that caught our attention, as well.

Social Responsibility, Ethical Leadership and Effectiveness (conference session 211-9)

Annebel De Hoogh and **Deanne Den Hartog** used a sample of over 70 CEOs and two separate samples of direct reports of those CEOs. They found that leaders who were perceived by direct subordinates to be high on personal commitment to social responsibility (measured unobtrusively, and incor-

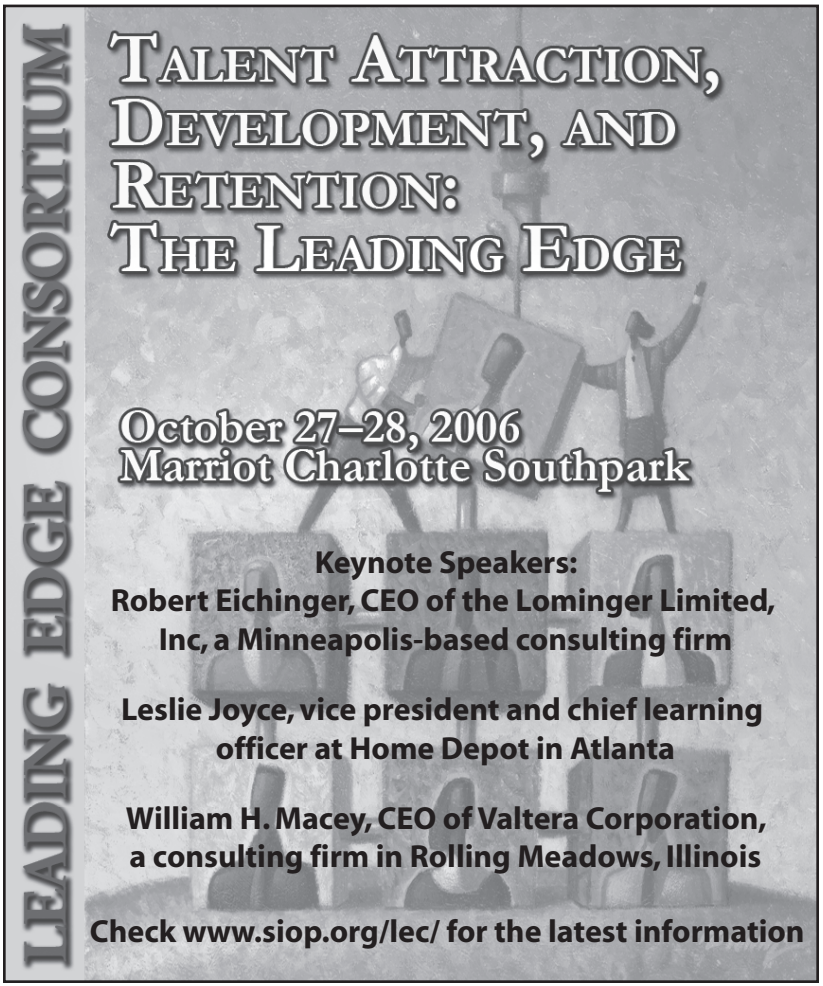
porating moral–legal standards of conduct, inner obligation, concern for others, concern for negative consequences and self-judgment) were seen as more ethical leaders. More importantly, those leaders rated by one group of direct reports as being ethical tended to have top management teams that were rated (by a second group of direct reports) as being more highly effective. The top management team members working for those leaders were also more likely to say that they saw a place for themselves in the organization and to endorse other statements that reflected a low intention to turnover. All of these findings together seem to tie in with the growing literature on ethical climate and the leader's role in the creation of ethical climate—but the use of unobtrusive measures to assess the leaders' patterns of values, the use of two separate groups of direct reports (so as to avoid same-source bias for any of the ratings), and the use of a relatively large and diverse sample of CEOs all contribute to this paper's advancement of our understanding of the psychological phenomenon involved in ethical leadership and ethical climate. They also point to specific and tangible outcomes of ethical leadership and commitment to social responsibility at the top of the organization—something that organizational practitioners should be most interested in.

National Culture Compatibility and Merger and Acquisition Performance (conference session 52-12)

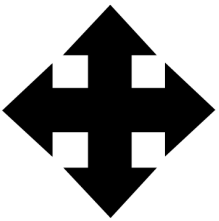
Jumping several levels of analysis, we found the research by **Vasiliki (Kiki) Nicolopoulos** and Harold Goldstein to be a strong example of combining existing data sets to make something new and very practically useful. Nicolopoulos and Goldstein used the cultural values scores from the GLOBE Project data set, along with data from the stock market and other financial indicators of merger and acquisition performance. Their hypotheses were essentially that organizations from cultures with relatively similar dominant work values would be more easily integrated in either a merger or an acquisition than would organizations from cultures with radically dissimilar patterns of work values. This seemed likely, based on the GLOBE findings that in general, the values shared within organizations tend to reflect the values shared within the societies in which those organizations originate. Of course, there are many different ways of assessing the success of international M&A, with some reflecting short-term gains and others having a more long-term focus, and rarely do these various measures all tell the same story. In this case, the study's results showed that the effects of "culture clash" varied depending on which dimensions of culture were assessed, with both power distance practices and institutional collectivism values differences between merging firms unexpectedly correlating negatively with market adjusted returns 1 year later. In addition, there were main effects of industry (the success of manufacturing M&As was 19 times lower than for service M&As, based on a measure of short-term raw returns), as well as interactions between culture clash and

industry. All told, the study shows that it is worth paying attention to culture differences between firms engaging in mergers and acquisitions across national borders but that the effect of culture clash is quite complex.

As you can see, SIOP was full of presentations that push forward science and provide important and useful information to practitioners. Next issue, we'll get to our more usual format of highlighting recently published articles that fulfill both of those goals. If you want more information on any of the research we discussed in this issue, you can search the SIOP 2006 Conference Program online at http://www.siop.org/ProgramOnWeb/?year=2006 and contact the submitter for the relevant symposium or poster.



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Ethnic Minority Affairs in SIOP: New Beginnings and An Agenda for the Future

Derek R. Avery
Rutgers School of Business

Greetings fellow SIOP members! I am delighted to be following in the footsteps of my mentors **Kecia Thomas** and **Mickey Quiñones** in becoming the new chair of the Committee for Ethnic Minority Affairs (CEMA). There is a great deal of enthusiasm and optimism amongst the CEMA membership. I strongly believe that we can capitalize on that positive affect and leverage it toward increasing the presence and visibility of CEMA within the Society.

My activity in SIOP (and CEMA) began in 1998 when I attended my first conference as a student, which coincidentally happened to be the last time we convened in Dallas. Since then, our membership has expanded considerably. With this growth has come increased racial and ethnic diversity, of both domestic and international origins. This "cultural recomposition" (Hopkins & Hopkins, 2002) presents distinct leadership challenges concerning how to ensure that our society is equally inclusive of members of all backgrounds.

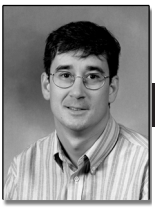
Accordingly, at the recent Executive Committee (EC) meeting in Dallas following the conference, the members of the EC and the Society's committee chairs made it a goal to determine our current level of inclusion. I believe that this constitutes a step in the right direction. Doing so, however, will require your help because to accurately assess our climate necessitates discovering the perceptions of our membership. Toward this end, I will be contacting many of you in the coming months, either to assist me in this process or to ascertain your beliefs regarding our inclusiveness status quo. What we realize during this process promises to help establish the future agenda of our Society. I know that I can count on your help.

I also would like to take this opportunity to mention that throughout the remainder of my term as CEMA chair, this column will contain brief articles on what I consider to be pressing diversity topics. I hope that you will find these discussions to be timely, interesting, and intellectually stimulating.

In closing, please know that I am excited to be serving the membership in this capacity. I am certainly open to your ideas on how we might make CEMA an even more effective advocate for minority interests within SIOP.

Reference

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The First SIOP Conference

Mike Zickar
SIOP Historian
Bowling Green State University

During April 10 and 11, 1986, 776 people filed into the Chicago Marriott for the first SIOP conference that was held independent of the APA conference (Silverman, 1986). Pulling this conference off was a momentous effort that had begun 3 years earlier based on a suggestion by **Irwin Goldstein** during one of the Blue Skies planning sessions lead by then SIOP President **Milt Hakel**. The independent conference, often referred to as the mid-year conference, further signified SIOP's independence from an APA that was deemed distant and unresponsive to the concerns of I-O psychologists. Prior to the first independent conference, members met primarily at the APA conference where Division 14 had carved out their own program of presentations amidst the backdrop of the larger APA conference. The amount of time and program space devoted to I-O psychology had been shrinking.

There was a lot of frustration on the part of SIOP members in their relationship with APA. SIOP President **Ben Schneider's** *TIP* message conveys the sentiment of the time: "At APA we're really talking depression time...." In brief, there is a very significant move towards standardization and control of psychology at the graduate school level such that the academic freedom and autonomy so fundamental to scientific progress could be squelched" (Schneider, 1985, p. 6). SIOP was considering different strategies for gaining autonomy from APA, and Milt Hakel was running an outsider campaign to gain the presidency of SIOP (see Hakel, 1985). At the 1985 APA conference in Los Angeles, SIOP members proudly wore "Chicago in April 86" buttons showing support for their own conference.

Based on his original suggestion in 1983, Irv Goldstein had originally chaired a mid-year conference committee that had investigated the feasibility of such a conference. They conducted a member survey and determined that there was significant interest and willingness to attend a separate mid-year conference. The conference committee was composed of Irv Goldstein, Ben Schneider, **Ron Johnson** (Registration), **Rich Klimoski** (Program), **Bill Macey** (Local Arrangements), and **Ken Wexley** (Workshops). **Stanley Silverman** chaired the first conference. Reading *TIP*s preceding the conference, it is easy to sense the excitement about the coming conference. In addition, however, there was anxiety over whether it would be a success or not.

SIOP President Irv Goldstein related his sense of anxiety: "I will never forget the estimates we were all making about who would come to this conference. They ranged from virtually no one to some small number" (Goldstein, 1990). 776 attendees exceeded even the most optimistic of all projections.

The conference started off with Ray Katzell giving a talk entitled "From There to Here to Where: The Evolution of I-O Psychology," which presented a historical analysis of I-O psychology. The Friday luncheon speaker was Mike McCaskey, executive of the Chicago Bears, who had received a PhD in organizational behavior at Case Western Reserve a little over a decade earlier. He talked about the difficulty in motivating entry-level football players who start off with salaries in the range of $250,000 per year.

There were 33 separate sessions separated by coffee breaks sponsored by companies (London House, Jossey Bass, Consulting Psychologists Press). There were four poster sessions with a total of 29 posters presented. The first SIOP conference was preceded by workshops and the doctoral consortium just as they are today. Speakers for the doctoral consortium were Irv Goldstein, **Bob Lord, Kevin Murphy, Jeanette Cleveland, Ann Howard, Edwin Locke**, Benjamin Schneider, and **Neal Schmitt**. Some of the workshop presenters included **Frank Schmidt, Wayne Cascio** and **Shelden Zedeck**, David Sirota, **Richard Avery**, and Virginia Boehm.

Single occupancy rooms cost $89 with a double occupancy running $102; using an Internet inflation calculator that comes out to $152.46 for a single room and $174.74 for a double in 2005 dollars. Those numbers are comparable to the room rates in Dallas, though I have been told to expect "sticker shock" for the next 2 years with room rates in New York and San Francisco being much higher. The conference registration rates were $45 for members ($77.08 in 2005 dollars), $60 for nonmembers ($102.78), and $25 for students ($42.82). Workshops cost $135 for SIOP members ($231.25).

The first conference was a rousing success with 88% of attendees reporting that they planned on attending the subsequent SIOP conference to be held in Atlanta. People rated the physical facilities and opportunities to socialize as the aspects of the conference for which they were most satisfied. Related to this last point, Milt Hakel related to me that it was very exciting to walk around the Marriott and see only I-O psychologists. At the APA conference, of course, I-O psychologists were a distinct minority.

The one aspect attendees reported being least satisfied with was the density of programming (# of co-occurring sessions). People were somewhat frustrated that there were concurrent sessions and, hence, they could not attend every session. With the expansion of the SIOP conference, little did the attendees of that initial SIOP conference realize that the challenges had only just begun!

The SIOP conference has grown considerably from that initial offering 21 years ago. The total number of posters presented in 1986 is about the number of posters in one of the sessions from the 2006 conference, where they had

back-to-back 50-minute sessions throughout most of the days. The SIOP conference has grown in so many exciting ways over the years. I hope this column helps us all appreciate the growth of the conference as well as the hard work and prescience that those SIOP members had back in the early 1980s.

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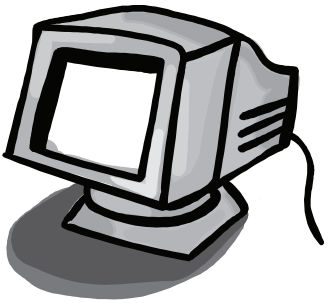
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Spotlight on I-O Organizations



Lori Foster Thompson[1]
North Carolina State University

SIOP is *so* 2 months ago. But fortunately, the inspiration stimulated by our 21st annual meeting lives on. Those of you who had the opportunity to attend the conference in Dallas last May probably noticed more than a few international elements. The Friday morning plenary session included a talk by Nik Chmiel, president of the European Association of Work and Organizational Psychology (EAWOP), who invited us to join EAWOP for the 13th European Congress of Work and Organizational Psychology in Stockholm, May 9–12, 2007. Next, we heard from Aletta Odendaal, president of SIOP-South Africa (SIOPSA), who spoke of SIOPSA's 9th annual conference, June 7–9, 2006 in Pretoria.

The global theme didn't end with the plenary session. An international members' reception was held on Friday evening, and our colleagues from abroad were out and about, attending sessions and networking with others during the remaining days of the SIOP conference last May.

Yes, SIOP is full of excellent opportunities to connect with colleagues across the globe. Are you up for the challenge? Let's find out. Here are a few questions to test your international networking IQ:

1. Where did EAWOP hold its 12th conference last May?
2. What country includes psychologists teaching in the Organizational Behavior (OB) Department at Marmara University?
3. The TPA is the professional organization representing the science and profession of psychology in which country?

If you answered Turkey, Turkey, and Turkey, then your international I-O knowledge base is almost certainly the envy of your peers. If you had a bit of trouble responding to one or more of the preceding questions, have no fear. You've come to the right place! This column features a spotlight on I-O psychology in Turkey, provided by Handan Kepir Sinangil from Marmara University. About 10 years ago, Handan published an informative overview of the development of I-O psychology in Turkey (Sinangil, 1996). The following pages bring us up to date, focusing specifically on how our Turkish colleagues learn from and connect with one another.

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[1] As always, your comments and suggestions regarding this column are most welcome. Please feel free to e-mail me: lfthompson@ncsu.edu.

I-O in Turkey

Handan Kepir Sinangil
Marmara University–Istanbul



As an I-O psychologist, I would like to give brief information on the development of I-O psychology in Turkey. The Republic of Turkey, which is located in an area where the Asian and European continents come very close to each other, is 814578 km^2 in size and includes a population of 72 million. The following pages describe how I-O psychologists in this country share knowledge and network with like-minded others.

Connecting Students and Faculty

Industrial and organizational psychology is relatively new in this country, although there has been a long history of education in formal psychology. The oldest university in Turkey was established in 1542 in Istanbul. The first lectures and publications about psychology started in 1870 at this university. When Turkey became a republic in 1923, The Teachers Training Institute started offering psychology courses such as social psychology, developmental psychology, educational psychology, and testing and measurement. In the late 1930s, some American and European psychology professors came to Turkey and consulted with faculty to help organize the psychology curriculum at Turkish universities. Turkish psychology became heavily influenced by American research and technology in the 1950s. The development of I-O Psychology started in the 1950s with the publication of articles and foreign-Turkish joint projects in public organizations. Industrial psychology courses started at our universities in the late 1960s.

Presently there are 71 universities, and I-O psychology courses are offered in 20 of them. The first master's program in I-O psychology started in the early 1980's at Istanbul University. Marmara University then began offering master's and doctoral programs in Organizational Behavior, with psychologists constituting the majority of the lecturers in these programs. Recently the number of I-O graduate programs in Turkey has been increasing.

Currently, the number of graduate programs includes eight master's and three doctoral programs; still very few. Some university graduates apply to PhD programs at U.S. universities and receive their training abroad. Due to developments with the European Union, university agendas now include a focus on curriculum accreditation. This effort is conducted in cooperation with the Turkish National Sciences Commission.

Graduates with degrees in I-O psychology have no problems finding jobs! They are recruited by various national and multinational organizations with HR departments, by consulting firms, public organizations, and research institutes. Some start their own small consulting companies. My best guess is there are more than a hundred I-Os working in various organizations, industries, and so on.

Professional Associations and Publications Promoting Information Exchange

The Turkish Psychological Association (TPA) could be considered one of the major sources of networking (http://www.psikolog.org.tr/index_eng.html). The "TPA was founded in 1976 and has approximately 1600 members from all over the country. Its membership includes psychologists working in different applied settings and in various universities. TPA is the only professional organization that represents the science and the profession of psychology in Turkey. TPA's Head Office is in Ankara. There are three active branches in Istanbul, Izmir and Bursa, and representatives in 25 cities across the country" (Turkish Psychological Association, n.d.). All areas of psychology, including I-O, operate under the TPA umbrella in each local branch.

Information exchange is facilitated by various TPA publications. The TPA's biannual *Turkish Journal of Psychology* published its 59th issue in 2006. This journal includes empirical articles as well as review papers and articles related to national policies for psychologists. It is covered in the APA's PsycINFO and PsycLIT data bases and the *Social Sciences Citation Index* (SSCI). Other publications produced by the TPA include the *Turkish Psychological Bulletin* and *Turkish Psychological Articles*. The *Turkish Psychological Bulletin* is published quarterly and includes news from the TPA's activities, discussions of professional issues, and essays to inform both the public and TPA's members. *Turkish Psychological Articles* primarily include review papers intended to communicate to a broader (and not necessarily academic) audience (Turkish Psychological Association, n.d.).

Other sources of information exchange are also available. The TPA has published more than 40 books, including three edited I-O psychology books in 1996, 1998, and 2000. In addition, an English/Turkish psychology dictionary has been prepared and published. An I-O journal does not exist yet, but the OB Department at Marmara University has published an OB bulletin for the past 10 years.

Work Groups, Conferences, and Congresses for Learning and Networking

Psychologists from different areas have established working groups to address TPA initiatives. To this end, a group of I-O psychologists has been working on revisions of job descriptions, functions of I-O's, and an ethics code adapted from the APA. Involvement in such initiatives provides the opportunity to meet with others holding interests in I-O psychology.

National and international conferences and congresses are also important and attractive platforms for communication, information sharing, and networking. A major networking opportunity in the country for practitioners is provided by the Turkish Personnel Management Association's and Management Center's annual conferences, where around 500 professionals (mostly HR specialists, managers, and consultants) meet.

The first Psychology Congress was organized in 1982 and has been the forum where researchers and academics from different regions of the country get together and collaborate for joint research and projects. Participation

from local and international colleagues adds to the excitement of these meetings. Example keynote speakers at our TPA congress have included **Richard Arvey** in 1996 and **Gary Latham** in 2002. In addition, **Leaetta Hough** and **Deniz S. Ones** were the guest speakers for the International Society for the Study of Work and Organizational Values (ISSWOV) Congress in 1998.

European conferences are accessible for academics in Turkey. I attended my first European psychology conference in 1988, with great enthusiasm. It was the International Association of Cross-Cultural Psychology Congress. There, I met some European colleagues who told me that I was in the wrong place (although there were some interesting I-O papers). They indicated that I should go to European Association of Work and Organizational Psychology (EAWOP) Congress instead. This was exciting news, because I did not know such an association existed. I attended EAWOP in 1991 in Rouen with five colleagues, one of them a visiting assistant professor, Kyle Smith, from the U.S. We found out that it was the first official congress of EAWOP. As a result, I became one of the founding members of EAWOP.

Last year, EAWOP had its 12th congress in Istanbul in May. We were able to host not only European colleagues but I-O psychologists from 46 countries, with more than 850 participants. This was a significant networking opportunity for I-O psychologists in Turkey and elsewhere. For this congress, we received great support from SIOP, and we are thankful for the voluntary contributions of **Milton Hakel** for the congress program. Invited speakers were Bernhard Wilpert, Milton Hakel, Gary Latham, **Robert Roe**, Francesco Avallone.

It should be noted that international conferences not only encourage information exchange; they also provide and facilitate interpersonal connections, which lead to cross-cultural research projects and publications in journals and books. This in turn contributes to the development of I-O in Turkey. For example, international relations and the contributions of colleagues (particularly Deniz S. Ones) led us to create *The Handbook of Industrial Work and Organizational Psychology* with **Neil Anderson** and **Vish Viswesvaran** (2002). The Turkish version is in press now.

Concluding Editorial

So there you have it, everything you need to boost your international networking IQ by at least 20 points. As suggested in the preceding review, I-O psychologists in Turkey have used graduate training programs, professional organizations, conferences, publications, and international collaborations to facilitate information exchange and spark fruitful connections at the local, national, and international levels. The success of these strategies is perhaps indicated by the impressive growth of I-O psychology in Turkey since the 1950s. All signs indicate that I-O in Turkey will continue to develop, providing us with increasing opportunities to meet our Turkish colleagues at conferences and expand our view of I-O psychology as it exists in other parts of the world.

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Bylaws Amendments Approved by Members at Conference

Five changes to the SIOP Bylaws were approved by member vote during the May 5 plenary session at the annual conference. The bylaws were previously sent to each member for review.

Bylaw Amendment Number 1 added the European Association of Work and Organizational Psychology (EAWOP) as a qualifying membership organization for prospective SIOP members.

Amendment 2 clarifies the issue of eligibility of officers who fill unexpired terms. The amendment states that someone who fills an unexpired term of 18 months or more as Secretary, Financial Officer, or Member-at-Large is not eligible to be nominated for election to a full term for that position.

Amendment 3 allows the Executive Committee and Emergency Action Subcommittee to conduct business by electronic media.

Amendment 4 allows the Society to vote on bylaws amendments electronically upon notification by an official e-mail with 30 days notice. The e-mail would come from the Society Secretary. There would be a 30-day period allotted for voting.

Amendment 5 eliminates reference to a Foundation Committee. The Foundation is a separate organization and there is no Foundation Committee.

The revised bylaws document may be viewed at http://www.siop.org/reportsandminutes/bylaws.pdf.

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Changing Places in a Small World



Natalie Allen
University of Western Ontario

Our visiting **Changing Places…** columnist in this issue of *TIP* is S. Arzu Wasti from Sabanci University in Istanbul. A Turkish academic specializing in cross-cultural organizational behavior, Arzu spent 3 years of doctoral study in the United States at of the University of Illinois, Urbana-Champaign and, more recently, was a visiting scholar at Tilburg University in the Netherlands. Her observations about cross-cultural issues, both in research and working life, and the role of context are drawn from both these experiences.

"Oceans and Notions Apart…"

S. Arzu Wasti
Sabanci University



By 2003, it had been 4 years since I had joined Sabanci University, Istanbul, Turkey upon graduating from University of Illinois, Urbana-Champaign. During these 4 years, I had inevitably been developing the intellectual capital I had acquired during my doctoral studies. The resultant work was restricted in the sense that it subsumed topics and methodologies that are considered to be important and valid in North America. In addition, my research activities had paralleled the opportunities that arose during the 3 years I spent in Illinois. After my return to Turkey, I attended several conferences that were more international. I came to realize that, firstly, the time was ripe for a replenishment of research capital, and secondly, it was important to familiarize myself with the research traditions prevalent in Europe. Some of the work carried out in the continent was more relevant to the Turkish context (and sometimes simply more interesting—to conduct and to readers alike) when compared to that in North America. Furthermore, as members of an EU-candidate nation, Turkish scholars had the opportunity to apply for EU research funds on condition that they collaborated with colleagues from at least two other EU member states. However, as I had spent my entire academic career flying over Europe, I had not met many European colleagues. Back in Turkey, Europe appeared…closer!

To this end, I investigated top European universities and was lucky to establish favorable contact with Tilburg University. Tilburg University is one of the most renowned institutions in the Netherlands as well as in Europe. The associate editor of the *Academy of Management Journal* is a faculty member at the Organization and Strategy Department, and the editor of the *Journal of Cross-*

Cultural Psychology is a faculty member at the Cross-Cultural Psychology Department. Tilburg University, for many years, also hosted the Institute for Research on Intercultural Cooperation founded by Geert Hofstede, author of the seminal book on cross-cultural management. In recent years, Tilburg University has further invested in developing a world-class reputation and has been actively recruiting from an international pool. As a result, they have been able to recruit several important scholars (mostly European in origin) from the U.S., which has made Tilburg a unique environment that embraces both European and North American research trends in organizational studies. I believed that this environment would be very conducive to my professional growth.

Thus, during the spring semester of the 2003–2004 academic year, I worked as a visiting scholar at the Department of Human Resource Studies (HRS) under the Faculty of Social and Behavioral Sciences at Tilburg. The HRS department consisted of around 12 full-time faculty members (with backgrounds in social and occupational psychology, economy and educational sciences), conducting research and teaching programs covering the fields of strategic human resources management, human resources development, workplace diversity, leadership, occupational health, and human capital valuation. As a visiting scholar with expertise in cross-cultural organizational behavior and sexual harassment at the workplace, I helped to design an undergraduate course entitled Diversity in Organizations, which was offered for the first time by the Department of HRS. This involved selecting appropriate readings for the class, developing exam questions, as well as designing in-class exercises for tutorial (workgroup) sessions. In addition, I taught three sessions of this class, namely the lectures on culture theories, the implications of cultural differences for organizational contexts, and sexual harassment in organizations. The course, which was taught in English by a team of three (female) faculty members (one Dutch, one German, one Turkish; each covering certain topics) was found quite interesting by the 100+ students who registered for the class (the students rated the class as 4.1 out of 5 in the teaching evaluation).

Teaching to Dutch students was an interesting experience after getting used to Turkish students. Being a high-power distant culture, the professor in Turkey is regarded as an authority figure: The students will lower their voices or sit straight when the professor approaches them; they will move out of the way in the aisles and never address you by your first name. The Dutch students turned out to be so comfortable around "authority" that even I, who claim to have studied cross-cultural differences, had to remind myself daily that these youngsters were just egalitarian, not rude…! Indeed, I found them to be rather mature individuals, appreciative of learning. I sincerely hope that having a Turkish female professor helped them learn about the dangers of stereotyping.

We also established a Socrates-Erasmus (an EU-funded exchange program) agreement for faculty and student exchange between the Sabanci and Tilburg Universities. The exchange opportunity has been immensely popular among Sabanci University students and several of them have been spending one

semester at Tilburg. As I believe it is only through such increased interaction between different cultures that we can hope for a better international dialogue, I am particularly proud to have been instrumental in establishing this link.

In addition to the Department of HRS, four other departments under this Faculty, namely Work and Organizational Psychology, Cross-cultural Psychology, Organization Studies, Methodology and Statistics, and the Organization and Strategy Department under the Faculty of Business Administration and Economics consisted of faculty members in my broader research area. Although I never quite understood why these were all separate departments, I nevertheless had the opportunity to meet with many scholars doing relevant and productive research. Furthermore, as the Netherlands is a small country with a rather efficient public transportation system, I was able to meet colleagues in other universities as well. In fact, I had the pleasure to attend a presentation at the Amsterdam Graduate Business School by Professor Geert Hofstede, who, upon the merger between KLM and Air France at the time, had been invited to discuss the cultural differences between the French and the Dutch.

Although 4 months is limited in terms of generating concrete outcomes at a university with which I did not have prior professional contact, I was lucky to establish some research relationships, which led to collaboration in the following years. For instance, Karin Sanders (now at the University of Twente) and I organized two symposia on organizational commitment at the annual meeting of the European Association for Work and Organizational Psychology (EAWOP) that took place in May 2005 in Istanbul. Several colleagues from Tilburg University contributed to the sessions. We also have an ongoing project with Rob Poell, which involves a systematic content analysis of the Human Resource Development (HRD) research published in various outlets (U.K. versus U.S., practitioner versus academic, mainstream versus specialized journals) between the years 1990–2003. The study focuses on the differences in the theoretical perspectives, methodological traditions, and practical relevance in these various outlets. Our preliminary results concerning the academic mainstream and HRD-specialized journals have revealed notable differences in the underlying orientations and methodological approaches across the U.S. and Europe. The U.S. literature, in comparison to Europe, appears to be more managerialist, prescriptive, nomothetic, and universalistic. The European literature, on the other hand, tends to be more critical in perspective and idiographic in terms of methodology. We further observed a subtle tendency in the U.S. towards becoming more prescriptive; in contrast, the European literature had become less practice oriented and more empiricist over time, although the latter trend did not reflect itself in the quantity but quality of quantitative research. Indeed, it was my observation of these differences ("Oceans and notions apart," as we aptly labeled one of our papers) that had originally led me to learn more about European organizational research—not surprisingly, my stay there resulted in an empirical documentation of it!

In all honesty, the best part of the stay was not having to attend the "departementsvergaderingen" (department meetings) because apparently one

had to be able pronounce the word itself first! I was already exhausted from the administrative load back in Sabanci University (which by virtue of being a newly founded university when I joined, had a lot of setting up to contribute to) and not spending time in meetings was very welcome. And considering the Dutch do conduct meetings a lot (a "consensus culture" as they call it; in fact, every faculty office had a four-seat meeting table), I did have ample time—time which was not wasted: For instance, I had the opportunity to observe the high quality of life in the Netherlands. Femininity of the Dutch culture, as coined by Hofstede, clearly reflected itself in a concern to "work to live", not "live to work," the latter being my (tiring!) impression of the U.S. Of course, until recently the Dutch academics (possibly the rest of Europe as well) functioned under rather different institutional or market mechanisms and reward systems, which enabled them to pursue a slower pace of life. In particular, the academic markets used to be small and national, hence not very competitive. Furthermore, unlike the U.S. reward system where the emphasis is very much on journal publication quality and quantity, other recognitions like hierarchical academic position achieved, number of assistants, students' placement, or presence in the political arena mattered in the European context. Although North Americans have occasionally criticized the European way as one yielding "sloppy research" when measured against the standards of positivism, I actually developed an appreciation for less pressure on short-term outcomes: It seemed to me that truly contributory endeavors require more breadth as well as depth, more trial and error, multiple observations through multiple methods—simply more time. I also observed Dutch academics to be more intellectual, with a greater interest in arts, literature, and politics, rather than being solely very competent specialists in their own field. I further noticed a greater concern for family life. I couldn't help but make a connection between these observations and the fact that the office buildings were completely locked after 10:30 p.m. every weekday and all throughout the weekends. However, the Dutch, and the European reward systems in general, are changing—they are becoming more Americanized. Whether this trend will result in a best-of-both-worlds kind of hybrid, or a standardization of the world academia, is yet to be seen….

Every once in a while, top scholars in an academic area review and evaluate the state of the field in an attempt to improve future research efforts. A repeated concern with respect to the accumulating research in organizational behavior/industrial psychology has been the negligence of contextual factors in understanding human behavior. In my humble opinion, the best way to appreciate the influence of the context is to change contexts. I wholeheartedly recommend all psychologists to "contextualize" their research endeavors.

S. Arzu Wasti is an associate professor of management at Sabanci University, Istanbul, Turkey (PhD in 1999; University of Illinois at Urbana-Champaign). She can be reached at awasti@sabanciuniv.edu.

Education & Training in I-O Psychology

David Costanza
The George Washington University

Jennifer Kissamore
University of Oklahoma-Tulsa





This month's **Education and Training in I-O Psychology** column continues the tradition of having the SIOP Teaching Award winner write up his/her thoughts on the state of teaching in I-O. This year's award recipient, **Roseanne Foti**, writes about some of the lessons and wisdom she has accumulated over the years. The points she raises are good ones and all teachers can benefit from her insights.

Looking ahead to future columns, there were a number of interesting sessions at this year's SIOP on educational issues, and we plan on covering some of those in future editions. The **E&T** column is a great venue for exploring these issues and as a forum for discussions about education and training in I-O. Please feel free to send any comments about this column or ideas for future ones to Jennifer Kisamore (jkisamore@ou.edu) or me (dcostanz@gwu.edu). If you have any questions or comments about this month's column, please send them to Roseanne Foti (rfoti@vt.edu).

Recipient of the 2006 SIOP Distinguished Teaching Contributions Award

Roseanne J. Foti
Virginia Tech



I remember teaching my first "real" class as though it happened last year, and not over 20 years ago. I had just passed my comprehensive exams and was looking forward to some down time—and of course working on my dissertation proposal. However, a faculty member needed release time from teaching, and I got the call. The class was undergraduate I-O psychology at the University of Akron. The time was second summer session from 7:30 to 9:30 a.m., Monday through Friday. As I prepared to step into the classroom that first Monday morning, many questions were racing through my mind. "I know theories and research articles with names and dates, but what do I know about teaching?" "I can construct a psychometrically sound test, but what do I know about teaching?" In the end, I bolstered my sagging confidence by telling myself, "It can't possibly be as difficult as passing comprehensive exams...right?"

When I left the classroom 2 hours later, I was cautiously optimistic. I believe at that point in my academic career, I got a glimmer of just how rewarding teaching could be. I also got a very large dose of reality about just how much work good teaching can be. Through out my career, I have taught a large variety of classes—from Introductory Psychology with 500+ students (whose faces you can barely see in the back of a dark auditorium) to leadership seminars with five PhD students. Although I don't enjoy all types of teaching equally, I do enjoy teaching. I am eager to share my knowledge about the field of psychology and I-O psychology in particular. I love the challenge of facing a group of undergraduate students who think I-O psychology has to be the most boring area in all of psychology and at the end of the semester having many of those students tell me how much they enjoyed and learned from the class. Equally fun (and I use that word intentionally) are graduate seminars where I get to push the envelope and challenge current thinking, while building critical thinking and integration skills. Reflecting on the diversity of teaching experiences I have had over the last 20 years, I offer some advice for the teacher in all of us.

Observe other teachers. I am amazed how few of us take the time to observe the teaching of other instructors. We are missing a great opportunity. As a new faculty member, I sat in the back of several classrooms to observe more experienced teachers. Later, as a member and now chair of our departmental teaching excellence committee, I regularly observe the teaching of faculty and graduate students in order to offer mentoring advice, conduct teaching evaluations, and nominate individuals for teaching awards. Almost every classroom observation has been a useful learning experience for me. I come away with new ideas about how to teach a particular content area, how to restructure a class project, or a great example or cartoon.

Use the science–practitioner model. I believe that critical thinking is best approached as *process* alternating between abstraction and application. In my courses, students first approach a topic or issue from an abstract, conceptual, or theoretical side and then apply this knowledge to problems or real-life situations. Learning continues as the applied knowledge deepens their understanding of the abstract concept or theory. After all, students often think of theory and practice as opposites; however, I want them to understand that they are part of the same process of learning. In my classes, I build in a cycle of give and take between abstraction and application. Thus, in large sections of Introduction to Psychology, I use a series of questions and answers on a controversial topic to structure this critical reasoning process. In upper-level undergraduate classes, I use group projects that apply principles and theories to solve real-world problems; for example, how to select bus drivers for the Blacksburg Transit. Finally, in doctoral seminars, the process is a series of discussions and debates.

Be personal. Perhaps because I teach at a large state university, I am constantly reminded of how powerful learning your students' names can be. I

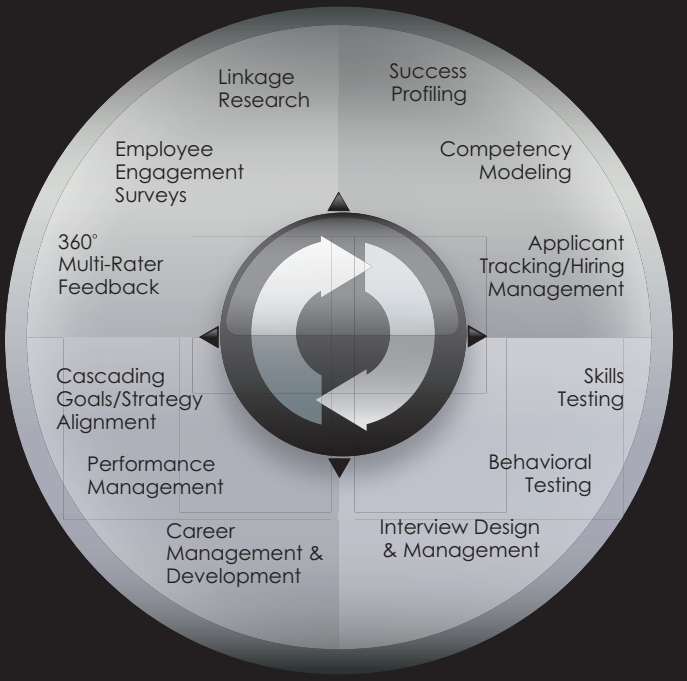
like to think of learning student names as simply an extension of learning names and dates of research articles! In an undergraduate class (ideally 50 students or less), I will ask students to give me their name before asking or answering a question. Once I think I have learned them all, I will go into class and let the class pick a row, any row. It is my goal to be able to name every student who sits in that row. If I can't, I'll add an extra credit question to the next exam. That way I get to share my knowledge of how to develop good test items, and students are reinforced for attending class.

Be relevant (and difficult). In developing our classes, we all struggle with how much material to cram into 15 weeks—and I am no exception. Invariably, there is a discrepancy between my view of the amount of material that is necessary and my students' view. In my graduate courses, I have the reputation for creating long reading lists (and students have to learn names and dates!) Last semester, just prior to the midterm exam, one of the students in my graduate class came into the classroom with a 5-inch, three-ring binder full of paper, and plopped it on a desk, loudly. Of course I had to ask, "What is that?" To which the student replied, "These are the articles you assigned us to read for the midterm exam." Granted, the reading list looked a lot more imposing printed out than as a list of PDF files, but each and every article in that binder served a purpose. In my graduate courses, some articles are assigned because they are classics, some integrate with other topics on the syllabus, and other articles are assigned to foster critical thinking about measures, designs, and statistical methods. My point here is, if your students see the connection among the components of the class, you can add more difficulty and still have positive outcomes.

Seek feedback and realize that good teaching is a process of lifelong learning. Finally, and perhaps most important, my teaching is under constant development. I love the feeling that comes from giving a great lecture, or hearing students present the results of a group project, or reading a cutting-edge research proposal. So, immediately after most classes, I take a few minutes and make some notes about what worked great in that particular class and what didn't work as well, or perhaps even bombed. My suggestions range from, never assigning a particular article again, to finding a more relevant example, to using that story again next time.

I would like to close by saying thank you to all my students over the years. From the freshmen in Introduction to Psychology, repeating, "That's so cool!" to the undergraduate students coding research data, to the PhD students expanding my ideas on implicit leadership theories, you have all been a valuable part of why I teach.

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Adam C. Bandelli, Gabriel E. Lopez Rivas, & Raymond Charles Ottinot
University of South Florida



Left to Right: Raymond C. Ottinot, Adam Bandelli, & Gabriel E. Lopez Rivas

Greetings fellow graduate students! Welcome to another exciting issue of **TIP-TOPics**. We hope everyone had a fabulous time in Dallas...with or without the mechanical bull. We enjoyed the entire weekend! Before getting into our discussion on counterproductive work behaviors, we wanted to thank all those who participated in our roundtable session. We came into the meeting with some potential ideas for increasing communication and collaboration between graduate students at different universities. However, after the discussion and debate, we concluded that a SIOP graduate student committee would be the most effective starting point for increasing communication and allowing students to interact with one another on a consistent basis.

Based on the roundtable discussion, we will be putting together and submitting a proposal to the SIOP Executive Committee to establish a graduate student committee to represent student interests and activities. It is our hope that this committee can be used as a spring board for connecting individuals from various programs and to enhance collaborative efforts. So once again, thank you to all the representatives who participated and provided valuable information at the session. We will keep everyone informed of our progress as we move forward.

In this issue, we will be examining deviant and counterproductive work behavior (CWB). We have an excellent group of SMEs who will share their views and perspectives on the topic. We also have an interview with **Paul E. Spector** and present findings from our CWB in-graduate-school survey. So without further ado, let's begin our exploration on the "dark side" of employee behavior.

I-O 101

The terms counterproductive work behavior/workplace deviance/theft/workplace incivility, and so on are used by researchers. Is there one umbrella name for research done in this area? How are these concepts similar and/or different?

All of our experts mentioned that there isn't one agreed upon term for negative workplace behaviors. According to **Rebecca Bennett**, the terms counterproductive work behaviors (CWB), deviant workplace behaviors, antisocial workplace behaviors, mobbing, bullying, and many more have arisen because researchers were studying deviant behaviors from different vantage points. She mentioned that some researchers were interested in actions instigated by factors in the organization itself. Others, such as Bies and colleagues took a

revenge perspective, and Spector and colleagues researched how negative behaviors were related to emotional responses and frustration.

Despite these differences, Bennett and **Joel Neuman** provided three primary features to the study of these types of behaviors. First, the majority of these constructs capture behaviors that are perpetrated by organizational members that are directed at either the organization and/or its members. Second, these behaviors tend to cause harm or have the potential to cause harm. Lastly, these behaviors are intentional, as opposed to accidental.

How does research in this area affect organizational practices such as recruitment, selection, performance appraisal, and so forth? How much of an impact do you think this area will have on organizational policy and practices?

According to Neuman, it is easy to make the case that organizations screen for deviant behaviors, such as through theft prevention and integrity testing. Bennett adds that this type of practice creates less of a focus upon how management can act in ways that reduce these behaviors among its workforce. However, **Jerald Greenberg** suggested that it is important to train managers in ways of treating employees so that they are discouraged from engaging in negative behaviors. **Lilia Cortina** pointed out that research in the area of negative workplace behaviors has the potential to impact policy and practice because many organizations only concern themselves with antisocial behavior that violates the law. Research focused on these behaviors can show organizations that legal negative behaviors, such as incivility, can be potentially harmful to individual and organizational well-being.

Where do you see the area of negative workplace behavior research going?

All of our experts agree that researchers need to focus on measurement and theory development issues (e.g., more longitudinal and multilevel research). Neuman suspects that within each area, researchers and practitioners will continue to explore the nature, prevalence, causes, and consequences within and between groups, service lines, departments, organizations, occupations, business sectors, cultures, and various demographics characteristics.

On a more specific level, Bennett sees the field continuing to broaden to include more individual behaviors, such as sexual harassment, politicking, and executive corruption. Similarly, Greenberg stated that more attention is given to negative workplace behaviors that are individually quite minor, but that collectively, take their toll on individuals and organizations. He referred to these behaviors as "insidious workplace behaviors" (e.g., purposefully not responding to e-mails, insulting someone a little bit everyday, etc.). What makes these behaviors unique is that they "fly under the radar" and, thus, tend to go unnoticed, yet their cumulative effects can be considerable.

What are some advantages/obstacles to pursuing a career in this area of research?

In terms of academic careers the advantages are numerous. First, our experts stated that research in this area is relatively new and that there are

many opportunities available to students. In addition, Neuman pointed out that there is no shortage of behavior to examine because research has demonstrated that negative behaviors are ubiquitous in work settings.

The advantages also serve as potential obstacles to the study of these negative workplace behaviors. Our experts mentioned that the absence of a dominant theory/framework or set of measures upon which one can rely poses a challenge to those interested in this area. In addition, given the nature of the topic, it might be difficult to enter organizations and gain access to sensitive records. More importantly, Cortina advised that some organizations might not want to know about these negative behaviors; that is, organizations most likely don't want a survey that reveals information about employees behaving badly and sometimes illegally.

What should individuals look for in an internship when pursuing an applied position with an emphasis on negative workplace behaviors?

Neuman recommended that students identify specific areas of interest and then become familiar with that area's theoretical base and associated applications. Then, a student should attempt to identify internships that provide experiences in those areas. Furthermore, **Sandra Robinson** suggested that it would be useful to find an environment where the problem of deviant behavior is significant and costly, which will depend upon the nature of the company and the industry in which it is located.

Greenberg warned that students are likely to find it difficult to get their feet in the doors of companies for the purposes of studying CWB. Interestingly, he mentioned that internships aren't usually advertised toward the study of negative workplace behaviors. Instead, negative workplace behavior issues are likely to be an issue that arises in the course of examining other issues in organizations (e.g., low morale and high turnover).

Where can students find information about negative workplace behaviors and related topics, and what else should students know about research on negative workplace behaviors?

All of the typical I-O journals publish research on negative workplace behaviors. In addition, Bennett pointed out that there are many edited volumes on the topic. Giacalone and Greenberg's (1997) *Antisocial Behavior in Organizations,* Fox and Spector's (2005), *Counterproductive Work Behaviors* and the SIOP Frontiers book on *The Dark Side of Organizational Behavior*. In addition, Spector has an extensive bibliography on the topic on his Web site: http://chuma.usf.edu/~spector/counterbib.html.

Lastly, our experts would like our readers to know that this field of study is still in its beginning stages and is wide open for new scholars willing to be creative in how they approach research questions. Despite the challenges involved with the study of this topic, the prospects for making theoretical and practical contributions can lead to benefits for individuals and organizations.

Although the field of deviant behaviors and CWB is relatively new, there are a number of researchers conducting work in the area. Luckily, we had a resident expert on the topic and an individual who has contributed a great deal to our field. Paul E. Spector, professor of psychology and director of the I-O graduate program at USF, has conducted extensive research on topics such as counterproductive behavior, job satisfaction, job stress, withdrawal behavior, cross-cultural issues, and occupational health psychology. Dr. Spector has published and reviewed for many of the top I-O journals and is currently a Fellow of SIOP and APS. He has authored over 120 articles and book chapters on a variety of I-O topics.

What were your greatest doubts in graduate school and how did you overcome them?

My biggest doubts involved employability and finding a job. I wasn't stressed out about completing the program or getting through school. Early on I might have had some doubts about developing a thesis idea, but I received a good amount of research experience and those doubts went away quickly. When you first start out you wonder how you're ever going to do independent research. However, once you experience something, you soon realize that you can do it. The first time is always the most difficult.

Did your graduate school experiences prepare you for working within the field?

Yes. It gave me a foundation of content and methods as well as an approach to dealing with problems. I would say **Herb Meyer** was very helpful. He basically explained how you operate in organizations to run studies and collect data. That background was useful later on in my career.

How did you go about developing your current research interests?

My research in CWB started a long time ago. The roots began when I was an undergraduate. During that time I was working in a social psychology lab doing follow ups to the Milgrim studies. We were asking participants to perform aggressive responses; they were basically shocking rats. From that experience I began developing an interest in aggression. So for my master's thesis I conducted a laboratory social psychological aggression study. Then one day my major professor suggested that I apply the social psychological aggression research to the workplace. My first thought was, "that's a stupid idea" because you couldn't possibly do it. However, as I started to think about it, I realized that he might be on to something. So the first study I did, which was published in *JAP* in 1975, was my first attempt to examine aggression in the workplace. Another stream of research was personality, which I developed after taking a graduate course from a professor who studied under Julian

Rotter. One of the things he discussed in the course was locus of control, and that's where that interest came from.

What obstacles in graduate school and in your career did you experience that you were not anticipating, and what advice would you give to students and young professionals to help overcome these challenges?

One of the challenges is how political the world is. I experienced a little of that while in graduate school but not a terrible amount. However, once I got out in the work world I was amazed at how political things got. I began to notice that things are not always merit based. There are times when personal connections can mean more than merit. One of the things I learned early on was to always be low-key and get a "lay-of-the-land" before doing anything. That is something I have tried to do throughout my career when placed in similar situations.

How did you go about getting your first job once you had attained your degree? How long were you at your first job?

The first job I had lasted approximately 2 years and I got it through a friend. My friend actually convinced me to apply for the opening and then convinced them to offer me the job. I needed a majority of the convincing because I had never taken a business course and did not feel qualified to teach in that environment. However, once I started working it took relatively little time to become acclimated to the department. For example, teaching organizational behavior is just like teaching the "O" part of I-O. You just have to be aware that they may not have the statistical or psychological background that we're accustomed to in psychology. At the same time, they have more experience with different aspects of business (e.g., finance, accounting, and marketing), so there are little adjustments you have to make.

Is the work that you do now related to or the same as the work you did early in your career?

Some is and some isn't. I still work in counterproductive work behavior. Our methods have expanded and improved but the work is still the same. I have also developed interests and moved into other areas. For example, my work in cross-cultural research is a fairly new endeavor that I wasn't doing in the beginning. In fact, the first project I did happened more or less by accident. I received a letter from a researcher in Singapore who wanted to use my job satisfaction scale and through correspondence we decided to conduct a study together.

What things would you have done differently if you knew then what you know now?

If I had gone to an established I-O program instead of a brand new one just starting, I might have gotten myself established quicker. Especially because the job market at the time was horrendous. For example, if I had gone to Bowling Green or Penn State, I might have had an easier time and

better connections to start off. I think it's a reality—not only in I-O but in any field—that if you come out of a top program you'll probably get looked at closer then if you come out of a place that no one has ever heard of.

What is your typical day at work like?

A typical day begins between 5:30 and 6:00 a.m. I turn the computer on and start with e-mail and then I usually have a list of things that I want to get done for the day. I tend to spend more time working at home than at the office. If I need to go to the office, I'll head in, finish what I need to take care of and then head back. I do most of my reading, writing, and data analysis at home. At the university I do the teaching, department meetings, and one-on-ones with students. Overall, the nature of the work I do is the same. The only time that it is different is when I have to revise my textbook. I always set aside a few weeks for that and try not to do anything else during that period.

What were the most appealing characteristics/qualities of the career you selected, and why did you choose this over the other side?

It was the flexibility. I have a high need for autonomy and didn't want to have to work for anybody. I also wanted to be able to do whatever I wanted to do and to be guided by my own interests. I think that was the biggest reason I chose to become an academic. There is definitely the potential to make greater money in the private sector, but it wasn't important enough for me. There were the other things that were bigger considerations. In fact, if I had to do it all over again, I wouldn't change a thing.

What are the most satisfying and dissatisfying aspects of our field to you? How has this related to your career?

The most satisfying thing is how broad I-O is. We have the opportunity to work in many different areas. I-O is also interdisciplinary, so it's relevant to other fields and you can collaborate with other people. All of that is very satisfying to be able to do. One of the things I find annoying is the review process. For example, when I started out reviews were paragraphs, maybe a page. Reviewers would basically tell you if the manuscript was worthy of publication and what mistakes they found that needed to be changed. They didn't tell you, "well if I were writing this paper, I would have done it in this way." Not every review is like that, but over time there's been this tremendous inflation where reviews went from half a page, to a page, to two pages, three pages. Today, some reviews are longer than the articles! I'm not sure what we can do about it but it can be annoying.

Assessment Center

For this issue we wanted to explore what we have dubbed counterproductive work behaviors in graduate school or behaviors that go against the goals of the institutions that they affect (e.g., cheating on a test goes against the university's goal of education). One complication we faced was the fact

that graduate students wear many hats: student, teacher, researcher, and professional, and that we wanted this to be reflected on our survey. In addition, we wanted to capture potential differences between what behaviors are happening and what graduate students feel is ethical.

To meet these goals we developed a 30-item scale representing behaviors from a range of areas and had students rate how frequently they observed these behaviors at their university and how ethical they felt each behavior was. This format as well as the items related to teaching were adapted from a scale used by Tabachnick, Keith-Spiegel, and Pope (1991) to explore the behaviors and ethical beliefs of educators in the American Psychological Association. This time around we had another strong showing of 136 respondents with 87 women and 49 men. Our results are representative of the upstanding individuals that practice (or at least one day will practice) our noble profession with the only confessions being that we, grad students, are not always as prepared for or as engaged in class as we should be (see Table 1).

Table 1
*Descriptive Statistics for CWB in Graduate School Scale (*N*=136)*

	Observed frequency		Ethical	
Items	Mean	*SD*	Mean	*SD*
General				
1. Ignoring unethical behavior of colleagues.	2.21	1.00	1.81	0.75
Research				
2. Collecting data without any hypothesis.	2.34	1.21	2.60	1.01
3. Formulating hypothesis after data has been analyzed.	2.53	1.19	2.23	1.02
4. Changing hypothesis after data analysis.	2.35	1.19	1.99	1.05
5. Tampering with data so that significant results are found.	1.40	0.81	1.27	0.62
6. Claiming authorship when no real contribution was made.	1.93	1.01	1.69	0.74
7. Taking credit for someone else's idea.	1.88	1.01	1.21	0.532
8. Stealing someone else's idea.	1.53	0.85	1.13	0.49
9. Attempting to publish or present a study that makes no meaningful contribution to the literature.	2.10	1.11	2.84	0.88
10. Submitting to a conference simply to go to the location the conference is being held at.	2.51	1.28	3.24	0.93
11. Ignoring unethical, research-related behaviors by colleagues.	1.87	0.93	1.84	0.75
Class				
12. Cheating on class work (e.g., sharing homework answers, inappropriately working collaboratively on take home tests).	2.05	1.03	1.47	0.70

Table 1 (continued)

Items	Observed frequency Mean	*SD*	Ethical Mean	*SD*
13. Not contributing to a group project.	2.32	0.98	2.15	0.76
14. Using outside sources of information while taking comprehensive exams.	1.33	0.70	1.61	0.89
15. Attending class without adequate preparation (e.g., without doing assigned readings).	3.59	0.92	3.24	0.84
16. Engaging in non-class related activities during class (e.g., arranging schedule, going on Internet, etc.).	2.79	1.13	3.05	0.88
17. Ignoring unethical, program-related behaviors by colleagues.	1.86	1.00	1.84	0.76
Educator				
18. Ignoring strong evidence of cheating.*	1.52	0.85	1.42	0.68
19. Giving academic credit instead of salary to student assistants.*	1.64	1.11	2.71	1.05
20. Teaching material that has not been mastered.*	2.40	1.11	2.62	0.83
21. Teaching without adequate preparation.*	2.45	1.05	2.59	0.75
22. Teachers encouraging students to participate as subjects in research projects being run by that teacher.*	2.10	1.22	2.53	0.91
23. Allowing a student's "likeability" to influence grading.*	1.90	0.93	1.63	0.67
24. Assigning unpaid research students to carry out work that has little educational value for the student.*	2.18	1.13	2.47	0.98
25. Insulting or ridiculing a student outside the student's presence.*	2.26	1.25	1.74	0.86
26. Insulting or ridiculing students in the student's presence.*	1.65	0.99	1.59	0.87
27. Ignoring unethical, teaching-related behaviors by colleagues.	1.84	1.10	1.77	0.75
28. Giving easy courses or tests to ensure popularity with students.	1.79	1.02	2.01	0.82
Professional				
29. Embellishing information on resume or curriculum vitae.	1.73	0.96	1.68	0.88
30. Hiring of acquaintances for paid positions.	1.75	1.06	2.44	0.97

Note. Frequency scale: 1 = *never* to 5 = *all the time*. Ethics scale: 1 = *definitely not ethical* to 5 = *definitely ethical*. Items marked with an * adapted from Tabachnick, Keith-Spiegel, & Pope (1991).

Additional Information

We would like to personally thank each of the contributors for their insight and information on this issue. These individuals include: Rebecca Bennett (Louisiana Tech University), Lilia Cortina (University of Michigan), Jerald Greenberg (The Ohio State University), Joel Neumann (State University of New York at New Paltz), Sandra Robinson (University of British Columbia), and Paul E. Spector (University of South Florida). We would also like to thank all of the roundtable representatives for participating in our session at SIOP. If you would like additional information or commentary from any of our experts, feel free to contact us at tipsontopics@yahoo.com.

One last item...we are beginning the second year of our 2-year term as column editors. Thus, new column editors will need to be selected so they can begin their term with the July 2007 issue. A TIP-Topics Writing Contest will be used to select the next column editors. Be sure to watch for an announcement of the contest in the October 2006 issue of *TIP*. In the meantime, don't hesitate to contact us if you have any questions about writing the columns.

Reference

Tabachnick, B. G., Keith-Spiegel, P., & Pope, K. S. (1991). Ethics of teaching: Beliefs and behaviors of psychologists as educators. *American Psychologist, 46*(5), 506–515.

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Scalito or A'Connor?

Arthur Gutman

Editor's Note: Art and I would like to thank ***Don Zink*** *for his assistance in editing this column.*

This is a continuation of my April 2006 column. I won't rehash what was written there, except to note that I left a major issue dangling— the likely outcomes of future Alito rulings based on his 15-year history on the 3rd Circuit Court. I was told at the recent SIOP meeting in Dallas that I strongly implied in the prior column that Alito will *not* rule like Scalia on key workplace issues. Of course, that's the major fear in most "Anti-Alito" Web sites and the major hope in most "Pro-Alito" Web sites. I confess—I don't think either side will be happy. Furthermore, I think Alito will be more of an "A'Connor" than a "Scalito," for whatever that's worth. That said, I want to provide a full range of cases so that interested readers can judge for themselves (no pun intended).

As I noted in April, this is not about morality or politics. It's not about whether rulings are "right" or "wrong." I have private views on such issues, but they will remain private. My motive for writing this column is to display how selective and deceptive the Web sites (or blogs) were from *both* camps during the nomination process. Both sides were guilty of deception; those wanting Alito anointed and those wanting him disjointed. The key issue for me is stare decisis, or the continuation of judicial precedents over time despite the changing composition of the Court. You may recall that I wrote about O'Connor in the October 2005 issue of *TIP*. I think I said some nice things about her. That doesn't mean I agreed with all of her rulings.[1] However, the nicest thing I said was how consistent and predictable *most* of her rulings were. Therefore, my objectives below are (a) to determine if a snapshot of Alito's circuit court rulings presents a similar picture of consistency and (b) how these rulings compare to O'Connor's on parallel issues.

Ground Rules

In his 15-year tenure on the 3rd Circuit Court, Judge Alito participated in more than 30 workplace-related cases. The problem with biased Web sites is

[1] For example, I've written in far too many places to count that O'Connor misunderstood basic psychometric principles in her plurality opinion in *Watson v. Fort Worth Bank* (1988), leading to *Wards Cove v. Atonio* (1989), which misinterpreted prior Supreme Court adverse impact case law, leading to unnecessary Congressional battles in 1990 and 1991.

they keep a win–loss record based on who wins; plaintiffs or defendants. I believe that if given the freedom to cite only those cases supporting a given viewpoint, I could make 90% or more of the circuit court judges look like Jekyll or Hyde, at least to a naïve reader. We need a larger and more varied sample of cases, and we need to consider other dimensions such as (a) whether a ruling was a concurrence with a majority or a dissent; (b) whether it upheld or overturned a lower court ruling; and (c) whether the lower court ruling was by a judge or a jury. Viewing it this way, the picture I see is of a circuit court judge who consistently deferred to Supreme Court precedents and EEOC regulations, and who had a healthy respect for jury verdicts. However, there were key cases and issues where there are important question marks.

"Anti-Alito" Case Law

I reviewed numerous Web sites and found nine cases habitually cited in two or more of the "Anti-Alito" blogs. There may be others, but that's a sufficient number for present purposes. I think three of these cases illustrate deception and the other six are ones where reasonable people may agree or disagree with the ruling. Also, two of the six cases in this "reasonable people" category relate to the hottest of the "hot-button" issues over the past 25 to 30 years—reverse discrimination.

Deception

The three cases in this category are *Sheridan v. Dupont* (1996), *Shelton v. University of Medicine & Dentistry of NJ* (2000), and *Mengine v. Runyon* (1997). *Sheridan* was a McDonnell-Burdine sex discrimination case[2] in the mold of *St. Mary's v. Hicks* (1993) and *Reeves v. Sanderson Plumbing* (2000). *Shelton* was a religious accommodation case and *Mengine* was a disability accommodation case.

Barbara Sheridan had convincing evidence that the defendant's explanation (or "articulation") for not promoting her was bogus. Usually, lower courts permit juries to determine if bogus articulations are based on illegal motives. In *Sheridan*, all but one of twelve 3rd Circuit judges (in an en banc panel) agreed that when a plaintiff discredits the employer's reason for a selection decision, and the district court judge grants summary judgment to the defendant, this judgment must *always* be overturned. Alito was the lone dissenter, and that's the only reason he was criticized in this case. Yet, it was a very minor dissent having nothing to do with sex discrimination and everything to do with the word "*always*." Here's what Alito said:

> If the majority had merely said that, under the circumstances described above, a defense motion for summary judgment or judgment as a matter

[2] The term "McDonnell-Burdine" is code for disparate treatment cases in which the employer need only explain, without offering proof, why a given selection decision was made. The plaintiff must then prove the explanation is a pretext for discrimination.

of law must *generally* be denied, I would agree. When a plaintiff makes out a prima facie case and there is sufficient evidence in the record to permit a rational trier of fact to find that the employer's explanation is untrue, a defense motion for summary judgment or judgment as a matter of law should *usually* be denied. *But not always*, as the majority contends.

Seems to me Alito agreed with the other 11 judges on the major issue in this case and dissented only to suggest there may be cases where it's *not always* true. He gave examples.

Yvonne Shelton, a devout Christian nurse with strong antiabortion views claimed she was not reasonably accommodated for her sincerely held religious beliefs. She worked in the labor and delivery section of a hospital. The hospital did not perform elective abortions, but there were occasional emergencies where abortions were necessary to save a patient's life. She refused to participate in two emergency abortions. The hospital offered to reassign her to the neonatal ICU, but she declined fearing babies might die. The hospital then requested she apply for other assignments and gave her 30 days to do so. She ignored the request and was terminated. The district court ruled she was reasonably accommodated under Title VII rules. Alito wrote the ruling and concurred. It reads like a typical religious accommodation case decided under prior Supreme Court precedents (e.g., *Ansonia v. Philbrook*, 1986). However, it appeared in several blogs to illustrate Alito's *antiabortion stance*. Clearly, this case was *not* about abortion.

Michael Mengine, an injured postal worker, requested and received temporary light duty assignments. He later informed his supervisor he could no longer perform his full-time job as a letter carrier. The U.S. Postal Service (USPS) presented him with a list of vacant positions he would likely qualify for, but he wanted a computer job. The problem was there were no vacant computer jobs, and he had no documented computer skills. Nevertheless, he argued it would be reasonable for the USPS to train him for such jobs. The district court disagreed with him and Alito joined a unanimous 3rd Circuit opinion affirming the lower court. This case was featured in several pro-disability Web sites to illustrate Alito's unfriendliness to the rights of disabled people. Although a landmark case for the 3rd Circuit and other courts, the ruling itself is consistent with statutory ADA language and EEOC regulations. The USPS "flexibly interacted" with Mengine (as in the *Shelton* case above), employers are not required to create vacant jobs where none previously existed, and there is no requirement to train injured employees to perform the essential functions of jobs they are not qualified to perform.

Reverse Discrimination Cases

The concern in this arena stems from Alito's history *prior* to joining the 3rd Circuit Court. He was an assistant to Bradford Reynolds, President Reagan's Solicitor General. In that capacity, he contributed to briefs supporting Reagan's

positions on affirmative action (AA). The historical record is clear—Reagan proposed major changes to EO 11246 on voluntary AA, Reynolds was Reagan's chief architect, and Alito supported Reynold's efforts in several key Supreme Court rulings. The most frequently cited among these rulings are *Local 28 (Sheet Metal) v. EEOC* (1986) and *Local #93 (Firefighters) v. City of Cleveland* (1986). These are cases where O'Connor sided with the plaintiffs, albeit narrowly and grudgingly. So it's fair to ask how Alito will vote in reverse discrimination cases. Unfortunately, it's not cut and dried. Alito contributed to only two reverse discrimination rulings as a *judge*, and both have worms.

The first ruling is *Piscataway v. Taxman* (1996), one of the more celebrated 3rd Circuit cases.[3] Sharon Taxman was terminated and a Black colleague was maintained under the banner of diversity. The ruling was 8 to 4 in favor of *Taxman* and Alito was in the majority. The other ruling was *Hopp v. Pittsburgh* (1999), where Alito wrote a unanimous opinion affirming a jury verdict favoring White plaintiffs challenging the city's selection process for police officers. The city authorized an emergency ordinance to fill positions in anticipation of early retirements. A written test was administered to all applicants (a routine requirement), and an oral test was established after the fact (and outside of the ordinance) out of fear the written test would adversely impact minorities. The plaintiffs were nine Whites who performed well on the written test but were excluded based on the oral exam.

Taxman was a strange case. The NAACP offered Sharon Taxman $300,000 to back off (which she took) and President Clinton's Justice Department wrote a brief asking the Supreme Court to ignore the case (which it did), admitting that Taxman was harmed, but more important principles were at stake and should not be decided in such a weak case (see Sharf, 1998). Supreme Court precedents clearly supported Taxman's claim under Title VII rules, which as written in *United Steelworkers v. Weber* (1979) viewed application of AA rules to termination as "trammeling." The larger issue (whether diversity can serve as a basis for affirmative action) was ultimately deferred to a (now) more famous case (*Grutter v. Bollinger*, 2003). Given O'Connor's history on reverse discrimination rulings, there is little doubt she would also have supported Sharon Taxman's claim of illegal reverse discrimination.

Some blogs viewed *Hopp* as evidence that Alito has no problem ruling for White plaintiffs but is insensitive to Black plaintiffs. The alternative argument is that a jury heard the case, ruled for the plaintiffs, and as in many other cases with various content themes, Alito seems very reluctant to overturn jury verdicts.

Still—worms or no worms, reasonable people could easily conclude Alito would have voted against the University of Michigan in *Grutter*, in comparison to O'Connor, who wrote the a 5–4 ruling in that case supporting the position that diversity is a compelling government interest and the Michigan Law

[3] It should be noted that Alito took no part in *Lanning v. Septa* (2002), the most "notorious" of all lower court adverse impact rulings when viewed from the perspective of the SIOP *Principles.*

School plan was narrowly tailored to that interest under 14th Amendment strict scrutiny rules.[4] Clearly, Alito's pre-3rd Circuit history suggests he would have voted differently than O'Connor in *Grutter*. The alternative argument is *Grutter* is now case law, and Alito would not vote to overturn established Supreme Court precedents based on personal views.[5]

Other "Reasonable People" Cases

The remaining four "reasonable people" cases are *Glass v. PECO* (1993), *Chittister v. Dept. of Community & Economic Development* (2000), *Keller v. Orix* (1997), and *Bray v. Marriott* (1997).

In *Glass*, two 3rd Circuit judges overturned a district court judge's order for the employer in claims of race discrimination, age discrimination, and retaliation. The lower court ruling was based on a jury verdict. The issue for appeal was exclusion of evidence by the district court judge that the jury, therefore, did not hear. The excluded evidence related to violations by PECO prior to 1989 (when PECO signed a consent decree and warded off litigation). Glass challenged PECO's practices *after* the consent decree and offered *pre-1989* evidence to support his case. The two majority 3rd Circuit Court judges believed the excluded evidence was relevant and harmful and ordered a new trial. Alito saw it differently and dissented. A reasonable person could easily conclude the pre-1989 evidence should have been heard by the jury. The alternative argument is that absent egregious error, Alito's dissent reflects a more general deference to the trier of fact (the district court judge) on issues relating to admission of evidence.

In *Chittister*, Alito wrote a unanimous opinion overturning the Family Medical Leave Act (FMLA) as it applies to *state* agencies. He ruled that Congress abused its 14th Amendment powers to abrogate 11th Amendment sovereign state immunity when it created the FMLA. Although inherently unappealing to many laymen, *Chittister* mirrors similar Supreme Court rulings on the ADEA (*Kimel v. Florida Board of Regents*, 2000) and the ADA (*Board of Trustees of the University of Alabama v. Garrett*). The issues in *Kimel* and *Garret* are discussed in **On the Legal Front** in the July 2000 and July 2001 issues of *TIP*. Certainly, all of these rulings are questionable. However, the critical point for present purposes is that O'Connor was in the 5–4 majorities in *both Kimel* and *Garrett*, and she *wrote* the *Kimel* ruling. Therefore, Alito was no more "plaintiff unfriendly" in *Chittister* than O'Connor was in *Kimel* and *Garrett*.

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[4] Strict scrutiny is legalistic jargon for determining (a) if there is an incredibly strong reason for a government to tackle a given issue (or "compelling government interest") and (b) the policy adopted is the least restrictive way to tackle it (or a "narrowly tailored solution").

[5] As another example, consider *Planned Parenthood v. Casey* (1992), where Justice Kennedy was on record as wanting to overturn *Roe v. Wade* (1973) but did not pull the trigger to become the 5th and deciding vote because he felt he should not alter prior precedents based on his personal views.

In *Keller*, two 3rd Circuit judges overturned a summary judgment against Frederick Keller in an ADEA case and Alito dissented. Keller, an executive vice-president in a major finance company, failed to achieve his own stated goal of raising 1.5 billion dollars in capital (in consecutive years). The articulated reason for terminating Keller was failure to achieve that goal, and Keller was largely defenseless on this issue. However, a few months prior to terminating him, the CEO (Ryan) admonished Keller for not traveling around the country to network with other bankers. Keller alleged Ryan told him "*If you are getting too old for the job, maybe you should hire one or two young bankers.*" Ryan admitted he told Keller to hire "one or two young bankers," but denied saying he was too old. The key question on appeal was whether Ryan's statement was enough of a "smoking gun" for a jury to hear an otherwise weak claim. Other courts have permitted juries to decide equally weak claims in the face of smoking gun statements, but Alito believed a reasonable jury could not side with Keller.

Finally, *Bray* is undoubtedly the most frequently cited "Anti Alito" case. The reason is Alito dissented to a ruling by his colleagues to overturn a summary judgment in a race case, and his colleagues admonished him for it by stating "*Title VII would be eviscerated if our analysis were to halt where the dissent suggests.*" This quote was reproduced in several Web sites. The facts of the case, however, were not that remarkable. Bray, a Black female, applied for promotion to general manager and was passed over in favor of a Riehle, a White female. Bray and Riehle were both clearly qualified for the promotion, but Riehle was chosen based on articulated and pre-established criteria. The problem was that Marriott failed to follow its own stated procedure to interview a candidate and make a decision to promote or not promote before moving on to another candidate. Marriott interviewed Bray and then Riehle *before* telling Bray Riehle was getting the promotion. A reasonable person could easily disagree with Alito's dissent in this case. However, it reads like overstated hype to suggest that a dissent given such facts would *eviscerate* Title VII.

"Pro-Alito" Case Law

If the aforementioned "Anti-Alito" cases were the sum total of Alito's body of work on EEO cases, I could see where reasonable people might conclude he is unfriendly to the rights of minorities, women, older people, and people with disabilities. However, as I suggested in April, people might be surprised to learn otherwise. In fact, I was surprised. I found it much easier to find the "Pro-Alito" cases (i.e., plaintiff friendly rulings that honest and knowledgeable people would more readily associate with O'Connor's body of work than Scalia's). I will present most of these cases as briefly as possible so as to leave room at the end for two cases I think deserve extra attention.

ADEA

In *Showalter v. University of Pittsburgh Medical Center (*1999), Donald Showalter, age 62, was terminated from his security job and two younger employees (ages 52 and 45) were retained. It was a long-standing tradition in the 3rd Circuit that the replacement has to be *outside* of the age range protected by the ADEA (under age 40). However, in *O'Connor v. Consolidated* (1996), a unanimous Supreme Court ruled that the correct standard was whether retained employees are *sufficiently younger* even if they are within the protected range (40 and older). The lower court judge granted summary judgment for the defendant based on the prior standard, and Alito followed the "sufficiently younger" standard and overturned the lower court.

Religious Accommodation

Alito, writing for a unanimous 3rd Circuit, supported a summary judgment for two Muslim plaintiffs in *Fraternal Order of Police v. City of Newark* (1999). This was a 1st Amendment case in which two Muslim police officers were fired for refusing to shave their beards in accordance with their sincerely held religious beliefs but in conflict with department regulations. However, the department had a medical exemption for bearded officers and Alito ruled it was discriminatory to exempt for medical reasons and not religious reasons. In *Blackhawk v. Pennsylvania* (2004), a closely related case in which he cited his *Newark* ruling, Alito struck down a Pennsylvania law prohibiting individuals from keeping "exotic wildlife." The plaintiff was a Native American who owned a black bear in accordance with his sincerely held religious beliefs. Similar to the *Newark* case, there was an exemption in the law for "extraordinary circumstances" that was not applied for religious purposes, and Alito found this discriminatory as well.

ADA

In *Mondzelewski v. Pathmark Stores* (1998), an injured meat cutter claimed discrimination and retaliation. The district court struck down both claims on grounds that Mondzelewski was not disabled (because he was not substantially limited with respect to the major life activity of *working*). Speaking for a unanimous three-judge panel, Alito ruled the retaliation claim was valid even if Mondzelewski is not disabled if retaliation was for filing the claim and that Mondzelewski deserved a trial on whether he is disabled. He opined that Mondzelewski knew little beyond meat cutting and was possibly excluded from a *broad* class of jobs (an EEOC requirement that Alito deferred to). Ironically, work as a major life activity was one of O'Connor's "pet peeves" (see *Sutton v. UAL*, 1999), and she would almost certainly *not* have made such a ruling.

In *Shapiro v. Township of Lakewood* (2002), Shapiro suffered an injury and could no longer perform his job. He identified vacant positions for which he felt he was qualified, but the township refused to "flexibly interact" with him on these positions, and instead, insisted he apply for vacant positions in

accordance with routine township policies. The district court supported the township, but the 3rd Circuit overturned the lower court in a unanimous opinion written by Alito.

There are other "plaintiff friendly" ADA rulings where Alito sided with the majority but did not write the ruling. For example, he agreed with his colleagues that limiting the ability to cleanse and eliminate bodily waste *does* restrict a major life activity (*Fiscus v. Wal-Mart*, 2004). He also agreed that an injured nurse was regarded as being disabled and that lifting was not an essential job function of her particular position (*Deane v. Pocono Medical Center*, 1998). And he also agreed that an employer articulated a questionable reason for terminating an employee believed to be an alcoholic (*Smith v. Davis*, 2001).

Race & Gender Cases

Finally, there are several cases that involve race, gender, or both. I will be brief with most of these cases to leave room to discuss *Robinson v. City of Pittsburgh* (1997) and *Jensen v. Potter* (2006), which I believe may be of importance in a currently pending Supreme Court ruling.

In *Zubi v. AT&T* (2000), Alito dissented in a race discrimination case on statute of limitations for filing a federal claim. The majority opinion was the plaintiff was beyond the limits for making the federal claim, whereas Alito argued the majority used the wrong statute of limitations and Zubi was entitled to make the claim.

Goosby v. Johnson & Johnson (2000) involved charges of race discrimination, sex discrimination, and retaliation. In my view, it was primarily a race case (Black woman vs. White woman), and the retaliation charge was on an unrelated issue. The district court favored the plaintiff on all charges, but Alito overturned on the race/sex charge ruling that a Black woman introduced sufficient evidence to cast doubt on the employer's articulated reason for why she received low-quality assignments.

In the aforementioned *Smith v. Davis* (2001) case, which involved the ADA, the plaintiff (Smith) was a Black male who also filed a race discrimination claim. As with the ADA claim, Alito joined a unanimous ruling that the employer articulated a questionable reason for terminating Smith.

In *Reynolds v. USX* , an unpublished decision (2003 WL 146367), Alito joined a unanimous ruling affirming an award of damages in a hostile environment sexual harassment case. USX argued the plaintiff's award of attorney's fees should be reduced because Reynolds did not win on all charges, but the 3rd Circuit panel disagreed.

That leaves the *Robinson* and *Jensen* cases. *Robinson* is a unique case in the "battle of the blogs;" both sides used it to support their positions during the nomination process. Furthermore, both are sexual harassment/retaliation cases where Alito wrote unanimous rulings. Also, *Jensen* was filed one hour before Alito was sworn in as a Supreme Court Justice on January 31, 2006. Interest-

ingly, *Robinson* raises questions about the definition of *coworker harassment* in retaliation claims, and *Jensen* seems to answer these questions favorably for plaintiffs. Even more interesting, *Jensen* contains elements similar to *White v. Burlington Northern & Santa Fe Railroad Yard*, a 6th Circuit harassment/retaliation case in which the Supreme Court heard oral arguments on April 17, 2006 relating to what constitutes an *adverse employment action* in a retaliation claim.

In *Robinson*, there was substantial evidence that Carmen Robinson, a police officer, was sexually harassed by her supervisor and that the police chief and assistant chief knew it and took no corrective action. Robinson also claimed she experienced *coworker retaliation* after she complained. She sued using the 14th Amendment and Title VII, and the district court granted summary judgment for the city on all charges. Alito, overturned on sexual harassment under Title VII but not under the 14th Amendment and affirmed on retaliation under both the 14th Amendment and Title VII. Frankly, I think each of Alito's rulings in this case were consistent with prior precedents.

The harassment and retaliation claims failed under 14th Amendment rules for technical reasons. The alleged harasser was an immediate supervisor, *not* the higher ups. Carmen Robinson sued the higher ups and the city, but the higher ups and the city are not liable because the 14th Amendment permits such claims *only* if the harasser is a *high policymaker*. Clearly, Carmen Robsinon's supervisor was not a high policymaker, and neither were her coworkers. To put it in perspective, in *Jones v. Clinton* (1998), Bill Clinton was the alleged harasser (of Paula Jones), *and* he was also a high policymaker (he was governor). Therefore, he and the State of Arkansas were vulnerable.[6]

In contrast, Title VII permits claims against *all employers* (cities included), but not individuals. Furthermore, the city has strict liability for tangible employment actions, vicarious liability for hostile environment harassment by supervisors, and is liable for coworker harassment if the employer knew or should have known the harassment occurred (see *Faragher v. City of Boca Raton*, 1998). Therefore, Alito's Title VII rulings were more substantive. Specifically, he and his colleagues saw sufficient evidence to merit a trial for Carmen Robinson on hostile harassment (and vicarious liability) for the supervisor but insufficient evidence to merit a trial on coworker retaliation. However, Alito endorsed coworker retaliation and applied it in *Jensen*.

In *Jensen*, Anna Jensen, a USPS (postal) employee, was harassed by her immediate supervisor (Carl Waters), who propositioned under threatening circumstances after an all-night alcoholic binge. Waters was later terminated, but Jensen was reassigned to a station where Waters had previously worked. She was subsequently treated to a 19-month barrage of mistreatment at the hands of Waters' friends (and her coworkers). Jensen repeatedly complained but to no avail. She filed sexual discrimination and coworker retaliation charges.

[6] Under Constitutional law, public officials are also vulnerable in their personal capacity, but this was not a factor in *Robinson*. It was a factor in *Jones v. Clinton*, but not a relevant one for present purposes.

The district court ruled there was insufficient evidence to support the harassment claim, and coworker retaliation is not a valid Title VII claim. Alito and his colleagues ruled there was sufficient evidence to merit a trial on harassment, and coworker retaliation is a valid claim also deserving of a trial.

Turning to *White v. Burlington*, Sheila White was the only female employee in a railroad yard. She operated a forklift. As in *Jensen*, Sheila White was sexually harassed by her supervisor, who was disciplined. White was then transferred from the forklift job to a track laborer job, which paid the same wages but was a much dirtier job. She was later suspended for insubordination for 37 days pending an investigation and was ultimately reinstated with back pay after that investigation was completed. The defendant argued no harm, no foul because of the reinstatement and back pay. However, the jury believed Sheila White suffered substantially during the 37-day suspension and awarded compensatory damages for pain and suffering but not punitive damages (for willful violation) against the employer. Both sides appealed to the Supreme Court, with White asking for punitive damages and Santa Fe asking that the compensatory damages be overturned.

The obvious question is whether Alito's ruling in *Jensen* signals his intentions in *White*. It certainly sounds like it, and that the consistent ruling would be to favor Sheila White. However, though perfectly parallel in terms of the initial harassment (by a supervisor), they are *not* perfectly parallel in terms of the *retaliation* charge. The overarching question for retaliation is whether either plaintiff suffered an *adverse employment action*. Anna Jensen claimed retaliation by coworkers, and Alito's ruling reduces to a yes answer on adverse employment action if the coworker harassment is sufficiently severe and pervasive to itself constitute hostile harassment. Sheila White claimed retaliation based on a tangible employment action (i.e., the 37-day suspension). So the answer here should be she suffered an adverse employment action if the 37-day suspension constitutes a tangible employment action. We'll have to wait and see, but not that long. The *White* ruling will surely appear in time for the next issue of *TIP*.

Conclusions

I have three conclusions. The first conclusion relates to what the Web sites did during the nomination process. The "Anti-Alito" forces characterized Alito's body of work with one set of cases and the "Pro-Alito" forces used another set. Therefore, both were deceptive and neither contained a truthful characterization of his 15-year tenure on the 3rd Circuit Court. His *entire* body of work suggests neither extreme is correct—he is somewhere in the middle.

The second conclusion relates to consistency. You won't find it by counting wins and losses for plaintiffs and defendants. In my opinion, he has been *neither* plaintiff nor defendant friendly, but instead, consistently friendly to Supreme Court precedents, statutory language, and EEOC regulations. Fur-

thermore, given wiggle room (i.e., no clear-cut direction from precedents, statutes, or regulations), he has deferred to lower court judges and juries, and when the jury has said one thing and the lower court judge another, he has consistently sided with the jury.

The third conclusion relates to my belief that Alito's body of work is more like O'Connor's than Scalia's. Remember, this is *not* about morality or politics. So it's not an issue of O'Connor's values versus Scalia's values. Their personal and political values are irrelevant to this discussion. To me, being like O'Connor means that if you look back at the major Supreme Court *workplace discrimination* rulings, and focus on the 5–4 counts, O'Connor was sometimes on the same side as Scalia and sometimes on the other side. I think where you found O'Connor in those cases is where you will likely find Alito in parallel cases—sometimes agreeing with Scalia, sometimes disagreeing, but never consistently on the same or opposite side. Similarly, if you focus on the 7–2 counts, there were cases where Scalia, Thomas, and O'Connor were on the same side and Ginsburg and Souter were in the minority, and cases where O'Connor, Ginsburg, and Souter were on the same side and Scalia and Thomas were in the minority. Again, look for where O'Connor was and I think that's where you will likely find Alito in parallel cases—sometimes agreeing with Souter and Ginsburg, sometimes agreeing with Scalia and Thomas, but never agreeing consistently with one pair or the other.

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Frank Landy
Landy Litigation Support Group

For men of a certain age, Vietnam was a big deal. First, it raised serious socio-political questions. Second, if you were graduating from undergraduate school in the mid 1960s, it could get you killed. **Jim Outtz, Shelly Zedeck**, and I were all in that cohort, and all chose graduate school over a weapon. Our paths have continued to cross since we each made that decision.

Seldom If Ever Does Anything Work

James Outtz
Outtz and Associates

The year was 1965. I was an entering freshman at Northeast Louisiana University (NLU). I felt well prepared for college academically, having attended Catholic school from kindergarten through the twelfth grade. The academics I did not worry about; unfortunately, everything else was totally unknown. I entered NLU as one of eight African Americans who were the first to ever set foot on campus as freshman. Three years passed before I experienced having another minority student in a class.

Although the first couple of semesters were extremely stressful, things eventually settled down and I began to enjoy my coursework and make new friends. My favorite courses were psychology and economics. By the time I was a senior, psychology totally fascinated me, and I decided to further pursue that field. The decision to go to graduate school was based on several factors. First, the Vietnam War was raging, and although I had just about completed the ROTC program, I was not exactly overjoyed at the thought of leading soldiers in that particular conflict. The second reason was that I wanted to begin preparing for a university teaching career. I decided that being a professor had to be the coolest job in the world. You teach a few courses, write a few research papers, take the summer off, and otherwise just lie back. NLU had a master's degree program in psychology so that made my decision even easier. Having been designated a distinguished military graduate in the ROTC, the Army allowed me to take a couple of years to further my education. But the question remained, what area of psychology should I pursue? I tackled this problem by reading up on all the specialty areas in which NLU offered a master's degree. I had taken undergraduate courses in clinical, experimental, educational, and industrial psychology. I visited with professors in each of those areas and decided I would try industrial. I liked the notion of applying the theories discussed in class to specific situations in the world of work. I worked as a student counselor for one semester my senior year. I realized that listening

to students complain about how depressed they were because mom/dad took away their Corvette was not my cup of tea. While pursuing a master's degree, I taught undergraduate psychology courses and worked part time in the personnel department at a local manufacturing company.

I received a master's degree in industrial psychology in the winter of 1972. The Vietnam War was winding down at that point, so fortunately my military orders were to report for active duty officers' basic training at Fort Benning, Georgia in June of that year and then go into the reserves that August. This meant I could pursue a doctorate. After agonizing over where to apply, I narrowed my choices to the University of Tennessee, University of Houston, Michigan State University, and the University of Maryland. After getting accepted, I visited each school. Ultimately, I made my decision based on the most objective factor I could think of; my wife-to-be (Janice) attended Howard University in Washington D.C., which I discovered, was very close to Maryland (both the state and the university). I obviously was not a geography buff. So off I went to Maryland.

Needless to say, the transition from Monroe, Louisiana to College Park, Maryland was quite a culture shock. More importantly, it was an intellectual shock. At Maryland, for the first time in my life, I was asked to do more than simply demonstrate comprehension of facts, concepts, and theories, that would not be good enough. I was asked to explain what, if anything, I could add to the concepts and theories we studied. I found this very challenging and at the same time exciting. Each of my I-O professors had a profound influence on my approach to learning and my development, not only as an I-O student, but also as a person. Jack Bartlett was my principal advisor. He was quite intimidating to most of us simply because of his intellect. But he also had a rare combination of intellectual ability and common sense that made him unique in the way he thought about issues and approached research. Jack taught me a couple of very important things. First, whenever possible, rely on data rather than speculation. Second, seldom if ever does anything (e.g., predictors in selection) work, so when you find something that works, consider it a significant accomplishment.

As a student in **Irv Goldstein**'s training course, I learned what it meant to be a master educator. Irv cared deeply about each of us as individuals and whether we were mastering the information he conveyed in his course. Each class session was so meticulously planned that the learning seemed almost effortless and the subject matter fascinating. **Ben Schneider** showed me by example that the pursuit of excellence requires effort and ability. I was struck by the fact that no matter how early I arrived at the psychology building, Ben was already there; no matter how late I left, he was still working.

When I graduated from Maryland in 1976, civil rights and equal employment opportunity were significant issues of the day. Federal agencies responsible for enforcing Title VII of the 1964 Civil Rights Act were in the midst of

formulating a consolidated effort. They eventually did so via adoption of the *Uniform Guidelines on Employee Selection Procedures*. I focused on selection at Maryland, so issues of equal employment opportunity were particularly interesting. My dream of becoming a college professor would have to wait. There were too many pressing issues, debates, and intellectual battles to be fought in "the real world" of employment for me to join the ranks of academia. Much to my surprise and sometimes dismay, organizations within the civil rights community sought me out to provide guidance in litigation involving employment selection. I did not feel particularly qualified to serve in this role, but to be frank, there were not many African-American I-O psychologists around. Although I was reluctant to take on the role of "expert" in employment litigation, I really liked the idea of being a consultant. Thus began a consulting career that continues to this day. I am fond of telling anyone who will listen that I have never had a real job and I thoroughly enjoy my work.

My involvement in Title VII litigation quickly led to actually testifying in court. Although highly stressful at times, I found the challenge exciting because it forced me to consider issues from different perspectives and to be prepared to explain my position. For a number of years early in my career, I was retained primarily as an expert witness for plaintiffs. However I soon found this role too confining and at times even boring. After all, going to court and criticizing the work of others was fairly easy; yet, it did not provide me opportunities to try out my own ideas and take responsibility for the outcomes (e.g., have someone criticize my work).

There was a common denominator in almost every court case in which I testified. At some point during my testimony the judge would say, "Well, Dr. Outtz, tell the court exactly what the defendant should have done differently and why." I always considered this question to be a personal challenge, not necessarily from the court but from myself. I was uncomfortable criticizing employers without having proven to myself that there was a better way to accomplish the desired objective.

The realization that I preferred solving problems to criticizing the way others tried to solve them led to a significant change in my career goals. I began to focus on assisting employers in developing fair employment practices and procedures. Specifically, I have spent over 20 years exploring selection methods that provide an alternative to traditional assessment techniques (e.g., paper and pencil tests). Pursuit of alternative selection devices and procedures has led to a wide range of testing approaches including use of multiple media to present content and allowing multiple response modalities.

My journey as an I-O psychologist has brought me to the realization that Jack Bartlett was right, "seldom, if ever, does anything work." However you will not find something that works unless you keep looking.

Serendipity and More Serendipity

Sheldon Zedeck
University of California at Berkeley

When I was in graduate school, I took a course from the Counseling Department on Vocational Psychology. I recall reading theories of occupational choice postulated by Roe, Super, Holland, and others. In addition, there were theories dealing with sociology, economics, background, psychodynamics, and the like. These were all interesting, but what intrigued me most was the possibility that many career choices and decisions were based on serendipity. "Serendipity" implies luck, chance, fate, coincidence, fortune, destiny, karma. It also suggests that things happen without planning for them. I believe you can also consider serendipity to be a situation where you have no choices but one, and that choice turns out to be the best—even without having had an opportunity to choose from alternatives. Finally, serendipity is when you are "in the right place at the right time."

They say a cat has nine lives. I would be pleased to have nine serendipitous events in my career! In the following, I want to note my path along serendipity lane, where many of the most fortuitous occurrences were very early in my career, and which influenced my future and the position I have today. In a nutshell, for my career and its trajectory, I would say there have been lots of lucky circumstances when the timing was perfect. To describe these events, I will start at the beginning!

My parents were both immigrants from Poland, and it was critical that their children receive an education, particularly a college degree! But, my parents were poor, which left few choices, in fact, only one choice for college when I graduated from high school in Brooklyn, New York in 1961. The only real choice for college for poor, immigrant children from Brooklyn in the 1950s and 60s was Brooklyn College. So, that is where I applied and that is where I completed my bachelor of science degree in 1965. When having no choice but one, and it leads to a successful experience, then we have an example of serendipity (#1)! Brooklyn College was a terrific institution. The faculty was excellent, the students were the brightest from the city's high schools, and the cost could not be beat—when I started in 1961, the "fees" were $8.00 per semester. When I graduated in 1965, the fees had increased to $32.00 per semester, a 400% increase that was not appreciated by my parents!

At Brooklyn College, I began as a pre-med major (nearly everyone else at Brooklyn College was pursuing the same goal) but did not enjoy all of the biological and physical sciences, and in particular the physics course. Sometime early in my third year of college, I realized that medicine was not for me, but I needed to declare a major. So, because my friend was taking psychology and he seemed to be enjoying it, I thought I would pursue it, too. For the last 2 years of college, I took as many courses in psychology as I could. At the time,

Brooklyn College was pretty traditional in its offerings—experimental (today it is cognitive), social, personality, abnormal (today it is clinical science), and physiological (today it is biological). Also, the program was heavy into experimental psychology. The courses and activities that I most enjoyed were experimental psychology, testing and individual differences, and statistics!

A fact that needs to be recalled is that during the early 1960s, the U.S. was engaged in a war in Vietnam and all college males over the age of 18 (and up to about 26) were eligible for the draft. However, at the time, enrollment in college allowed for students to obtain a deferment—this meant that you would not be drafted while in college, but when you graduated you expected to be drafted into the military.

When I was in my final year at Brooklyn College, I realized that upon graduation I would have two choices—graduate school or Vietnam. Because I thought the former was the better choice, I decided to apply to graduate school but did not know to what university or type of program. Not having been out of New York State, I decided that I would not apply to any university west of Ohio. This was determined, in part, because my older brother had left Brooklyn to go to graduate school at the University of Michigan—and Michigan and Ohio are contiguous! Given that geographical location seemed settled, the next thing was to decide what area of concentration. Although most of the psychology content at Brooklyn College was interesting, nothing motivated me to consider pursuing a career in any of the specialties to which I was exposed in the psychology department. But, a faculty member at Brooklyn College had mentioned I-O psychology, and so I went to the library and took out what I believe was the only textbook they had on the topic (serendipity #2). I do not recall the title or author, but the content intrigued me. I had been working continuously since I was a teenager, and I had found myself asking questions about why people did what they did in work situations. So, naturally, I decided to pursue a master's degree in I-O psychology. The choices then became simple, either Ohio State University or Bowling Green State University. Both were in Ohio, both had I-O programs, and Bowling Green was relatively inexpensive and had a Brooklyn College graduate in its program! So, I applied to both and was accepted only by Bowling Green State University—the decision was taken out of my hands (serendipity #3).

So, in fall of 1965 I set out to Bowling Green State University with a military deferment in my hand. And here is where the serendipity begins to accelerate. The main person in the I-O program at Bowling Green was **Robert Guion** and he had just returned from a sabbatical at the University of California at Berkeley (this will lead to a subsequent serendipity). His textbook, *Personnel Testing*, was about to come out and we were the first class to use it. For many, it seemed like a foreign language, but I was intrigued by the content, its reliance on statistics, and its application to real world selection decisions. Needless to say, Guion and his textbook have had a major

influence on my career—I have spent a good portion of my career studying personnel psychology issues.

The next stroke of luck was that **Patricia Cain Smith**, Olie Smith, and Joe Cranny decided to join the I-O program in my second year of study, at the same time that the university decided to offer a PhD in psychology. Pat Smith became a very influential person in my career; she was my major advisor, my mentor, and my model for how to ask research questions and how to answer them. She also convinced me that I should pursue the PhD and not stop at the MA degree.

The decision to go beyond the MA was based on more than Pat Smith's influence. There was still the issue of the Vietnam War, but also, at the beginning of my second year, I married my college sweetheart, Marti. Both Marti and Pat were instrumental in my decision to pursue the PhD degree, but I had to worry about the draft (one of my classmates at BGSU had to take a leave from school in order to fulfill his military obligations, so it was not a foregone conclusion that everyone could avoid the draft by staying in school). The situation was as follows. When I went to Bowling Green, my draft board was switched from Brooklyn, New York, to some place in Ohio (I believe Cleveland). In those days, drafts were a function of the number of available youths in draft board locations, and because Cleveland had a smaller population than Brooklyn, the chances were greater that I would be called by the Cleveland board. And, that is what happened. I was scheduled for a physical exam on a Monday, about 2 months after receipt of the "invitation." I was then given advice by a friend that I should switch my draft board back to Brooklyn because that was my "permanent" address and Bowling Green was "temporary" (we had no plans to stay in Bowling Green after graduation). I made the request, and the Friday before the scheduled Monday physical, I received notice that I was switched back to Brooklyn and the physical was cancelled. And, Brooklyn extended my deferment while I was in graduate school (serendipity #4).

All went well in graduate school. I was working with Pat Smith, Joe Cranny, and other faculty in the department and making good progress—the goal was to finish in 4 years. But there was one hurdle. In the 1960s (and before), in order to receive a PhD degree, the candidate had to demonstrate reading and/or speaking facility in a foreign language(s). The option at Bowling Green was to pass a comprehensive reading/speaking exam in one language, or pass a reading-only exam in two foreign languages. I had taken French in high school and college, was satisfactory in reading, but terrible in speaking. So, I took the reading-only exam in French and passed easily. But, what would I do for the second language? Joe Cranny told me about a book he used in graduate school that was excellent for self-teaching of a language, German. So, I got the book and studied German. To take the exam, you had to make arrangements with a faculty member in the German department. I went to the department and told the faculty member what I needed to do as part of my PhD program. He agreed to give me the exam in German when I

felt ready. He told me to go to the library and pick out a book (a big book!) on a topic of interest that was written in German and that book would be used as my exam. On the day of the exam, the German Department faculty member would identify what parts of the book I would need to translate. I wound up choosing a book on the life of Rorschach. I have no recollection why I chose Rorschach as the topic, except that it seemed like a book that would meet the faculty member's requirements (a big book) and it did. It was a book of contributed chapters and I decided on the strategy of concentrating and reading two particular sections of the book, both of which were historical accounts of Rorschach's life. And, as I was studying and researching the material, I learned that both chapters had English translations. I obtained these translations and this helped tremendously. I was able to try out my translations of the German text and check them against English versions.

The day of the exam in German is another serendipitous event (#5). When I went to see the German faculty member, he took the book from me, looked over the table of contents, and then said he would randomly choose the part of the book for me to translate. Well, he opened the book to the exact section that I had been practicing. Needless to say, I passed the exam; the faculty member was very impressed with my skills! For my part, I am glad that the book "automatically" opened to the parts I was studying—the binding of the book was accustomed to being open to the exact section I had been studying!

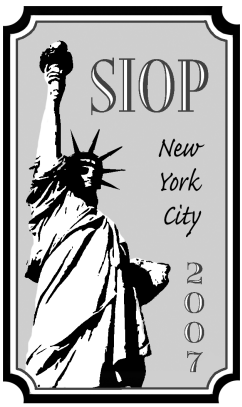
In my last year of graduate school, it was time to look for a job. The other student graduating that year in I-O from Bowling Green was Frank Landy, and earlier in the year, he had accepted an offer from Penn State to join their faculty. I was still on the job market, deciding whether I wanted academics or industry when Robert Guion was invited to return to Berkeley to fill in while Edwin Ghiselli was on sabbatical. Guion had just become chair of the department at Bowling Green and could not take a leave. He asked Berkeley if they would take a new PhD and suggested they contact me. They did (serendipity #6) and offered me a 1-YEAR appointment. My wife and I had not been further west than Chicago, and because we had no other alternative at the time, we thought a 1-year visit to Berkeley would be exciting and interesting. So, we accepted. The serendipity is found in the fact that Guion could not go to Berkeley and that Landy already had accepted a job. Otherwise, I am sure Landy would have been the one going to Berkeley!

So, in 1969, we went out to Berkeley to assume a visiting position at the university. Two more strokes of serendipity. First, once leaving graduate school, my deferment from the military no longer was in effect. And, now I was a "permanent" resident of California. But rather than worry about draft boards, there was then a lottery in effect to choose who would be required to serve in the military. In 1969–70, the U.S. government implemented the first lottery system whereby all birthdates would be put in an urn and then randomly selected; first birth date selected, first to go to the military. Many of

us in the situation who were going into the lottery—all 18-year olds and all those who had deferments (that's me)—waited anxiously as birth dates were selected. I waited and waited. My birth date—June 8—was the LAST date selected (serendipity #7). I would be the last one called to serve. And, I figured, if they ever got that far down on the list, we would be in real trouble!

Finally, sometime in fall 1969, the Department of Psychology received permission to recruit another I-O psychologist. But there was no advertising, searching, and recruiting then as there is today. Richard Crutchfield, of the Department of Psychology at UCB, came to me and asked if I would like the tenure-track position (serendipity #8). I said yes, and 37 years later, I have absolutely no regrets making that decision or any other decision related to my career. It has been a great ride and a lucky one. I do not think I could have planned it any better. There have been other serendipitous events since the early days, but that will be more for another column!

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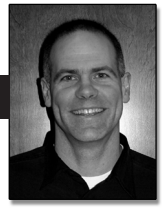
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Q&A With a Customer

Scott L. Martin
Payless ShoeSource

Mike Grindell is a seasoned human resource professional and has been at the receiving end of industrial-organizational psychology services for much of his career. Mike started his career as a human resource manager for Rich's Department Stores, a division of Federated Department Stores. He spent some time in sales at CitiCorp and then joined Coca-Cola where he held a variety of human resource roles, including staffing manager, human resource generalist, organization effectiveness director, head of talent acquisition and head of human resources for North America. Mike is now a consultant in Atlanta.

How has organizational psychology helped you?

It has been helpful in a few ways. First, it has provided me with specific tools that have helped me address people issues. For instance, I was charged with coaching a senior executive who tended to dominate conversations. I encouraged her to use specific team building processes, such as building on others' ideas, and she made significant progress. Second, I think I'm more effective in helping organizations achieve their long-term objectives. Thanks to "breakthrough models," I now start major initiatives with the true vision and don't get overly grounded in current reality. Third, it has helped me think more systemically. I'm much better about recognizing all of the possible factors that may be important for achieving the desired result.

You spent some time doing organizational development work. What was that like?

During my time at Coca-Cola, we built a large learning and organization capability team. I had the opportunity to work with organization effectiveness types from all over the world. I received 6 months of organizational effectiveness training and found it to be one of the most rewarding aspects of my career.

Would you say organizational psychologists were service oriented?

Yes and no. The good ones understand that counsel and solutions must drive the results of the organization. Some I have worked with are "cloud control" types—too much into models and theory rather than results.

How might organizational psychologists be more effective?

Take all the excellent knowledge of topics such as change and talent management, and help organizations improve in tangible, "bite size" ways. Orga-

nizational psychologists could have more impact if they were focused on project implementation and seeing things through to completion.

I've also noticed that organizational psychologists have been great at designing selection and development tools for managers and executives. The ones I have worked with are not as good with leveraging technology and designing automated tools for entry-level or nonexempt employees.

Finally, some organizational psychologists approach situations using models and theories, rather than asking questions and really understanding the business context. I believe that organizational psychologists can be most effective by understanding the current situation, understanding the destination, building a plan to close the gap, and driving great project implementation.

Any opportunities with respect to the design of systems?

I think organizational psychologists are excellent at this. The only opportunity I see is that they really need to determine whether management has the time and courage to implement processes they are proposing. For instance, is management really prepared to differentiate performance in the way they are proposing?

Any advice for external consultants?

I think they have to be careful not to rush to selling off-the-shelf products. I've seen many cases in which the consultant started off asking good clarifying questions and then moved too quickly into selling mode. This immediately turns off senior executives.

Aside from the selling issue, do you think organizational psychologists are good at diagnostic work?

Yes, I think they're genuinely curious, and simple approaches such as continuing to ask "why" can get to the root cause.

Would you consider organizational psychologists to be strategic partners?

Yes. The best ones can be trusted and help form and drive strategy.

How would you compare organizational psychologists to other human resource professionals?

Compared to human resource generalists, organizational development professionals are in a much better place to challenge the client. Human resource generalists are trained to satisfy customers, and this is generally good, but organizational psychologists also serve important scientific principles. Organizational psychologists also usually work with a variety of customers so they have more "political freedom" than the human resource generalist who is generally assigned full time to one or a few business leaders.

Have you noticed any changes in organization psychologists over the years?

In the past 5 to 10 years, I've seen more knowledge transfer from organizational psychologists to their customers. This was less common many years ago.

I thank Mike for sharing his time and insights. As always, if you have thoughts on the above or other comments, please let me know at Scott_L_Martin@payless.com or 785.295.6801. Thanks very much!



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Division 14 (SIOP) Program for the 2006 APA Convention in New Orleans, LA

Paul J. Hanges
SIOP's APA Program Chair

Make plans to attend the 2006 APA convention in New Orleans, LA. The program for SIOP begins on Thursday, August 10 and lasts until Sunday, August 13. I believe that we have put together a great conference for the APA convention.

A big thank you goes to my co-chair, **Tahira Probst**, as well as the rest of the members of APA Division 14 Program Committee (see the list of members at the end of this article). Also, a special thank you goes to **Leaetta Hough, Julie Olson-Buchanan**, and David Nershi for their advice and assistance.

What follows is a summary of the submissions accepted for SIOP program at this year's APA conference. The schedule is tentative, so be sure to check the official conference program for the final times and locations. We look forward to seeing you there!

Division 14 Program at the APA Conference

Thursday, August 10

9:00 AM–9:50 AM

Paper Session: *Communication, Attitudes, and Customer Satisfaction*

- *Reactions to Upward-Performance Feedback in the Context of Higher Education*
  Erin E. Schwarz, Mahesh V. Subramony, and **Gary A. Adams**
- *Linkage Among Employee Attitudes, Utilization Rate, and Customer Satisfaction: A Longitudinal Study*
  Elizabeth S. Girouard, Michael R. Stowers**, Michael Barr,** and **Gregory Franklin**
- *Cascading Improvements in Communication: A New Approach to Organizational Communication*
  Palmer Morrel-Samuels and Baltej Maini

10:00 AM - 11:50 AM

Roundtable Discussion: *Executive Leadership at the Top—Leading-Edge Issues* (Chair: **Robert F. Silzer)**

- *Role of Genetics and Environment in Shaping Leadership-Role Occupancy*
  Richard Arvey
- *Complexity of Executive Success: Why Situational Context Matters*
  Robert F. Silzer
- *Are International Leaders Really Different?*
  John R. Fulkerson

1:00 PM–1:50 PM

Paper Session: *Item Security and Selection Testing*

- *Item Security and Automatic Item Generation in Internet Testing for Selection*
  Susan E. Embretson

2:00 PM–3:50 PM

Invited Symposium: *Keepers of the Sky—Selection Validity in Air-Traffic Services* (Co-chairs: **Ronald P. Myhr, Craig P. Weaver**, and Pooja Nayyar)

- *History and Overview of ATS Training and Trainee Selection*
  Kevin Gunnell
- *Predicting Success in Initial Training*
  Pooja Nayyar
- *Predicting Success for On-the-Job Training and Profiling Current Air-Traffic Controllers*
  Craig P. Weaver
- Operationalizing Research Findings for ATS Selection
  Ronald P. Myhr

Discussant: Ray King

Friday, August 11

9:00 AM–9:50 AM

Paper Session: *Measurement of Diversity and Civility*

- *Civility in VA Hospitals Relates to Costs and Performance Indicators*
  Katerine Osatuke and Sue Dyrenforth
- *Alternative Measures of Diversity at Work*
  Lynn R. Offermann, Adam B. Malamut, Kenneth Matos, and Nadeeka Jayatilake

2:00 PM–3:50 PM

Symposium: *Types, Causes, and Countermeasures of Team Conflict—Diverse Perspectives* (Chair: **Susannah B. F. Paletz**)

- *Examination of Conflict Between Pilots and Air-Traffic Controllers in Weather and Non-Weather Situations*
  Christopher R. Bearman, Susannah B. F. Paletz, Steve Farlow, Roberta Bernhard, and Judith Orasanu
- *Within-Group Conflicts and Competition Among Teams: Effects of Asymmetry and Profit-Sharing Rule on Voluntary Contributions to the Team*
  Tamar Kugler, Amnon Rapoport, and **Asya Pazy**
- *Communication Strategies for Successfully Challenging Errors While Maintaining Positive Crew Climate*
  Lori K. McDonnell, Judith Orasanu, and Christina Van Aken

Discussant: **Eduardo Salas**

4:00 PM–4:50 PM

Poster Session: *Individual Difference Measurement, Training, Diversity, and Stress*

- *Psychology Variables Contribute Understanding to Family Business Succession*
  Stephanie Brun de Pontet, Carsten Wrosch, and **Marylene Gagne**
- *Personality and Contextual Differences in the Prediction of Employee Strain*
  John M. McKee, Gene M. Alarcon, Jason L. Heil, Alicia J. Wagoner, and **Jean M. Edwards**
- *Predicting Participant Activity in a Development Program*
  Maria R. Louis-Slaby and **Robert T. Ladd**
- *Expert or Ally: Who's a Better Diversity Trainer?*
  Lori Barker-Hackett, Christine Holland, Adipat Chaichanasakul, and Biola Awopetu
- *Gender Differences in Coping Responses to Sexual Harassment*
  Travis Tubré, **Bryan D. Edwards**, O'Neal Hampton III, and Maureen Casey
- *Influence of Buffers on Role Stressors and Interrole Conflict*
  Keisha M. Love, Anthony Tatman, and Benjamin Chapman
- *Physical Attractiveness and Hiring Decisions in the 21st Century*
  Comila Shahani-Denning, Sandra Fox, and **Nicole A. Andreoli**
- *Organizational Psychology in Response to Disaster: Observations and Lessons From Hurricane Katrina*
  Tracey E. Rizzuto, Amy Oestringer, and Daniel Wells
- *Situational and Individual Differences Predictors of High-Maintenance Behavior*
  Lawrence A. Witt and Lisa M. Penney

Saturday, August 12

9:00 AM–9:50 AM

Invited Address: *Dynamical Social Psychology: Finding Order in the Flow of Human Experience*

Robin R. Vallacher

10:00 AM–10:50 AM

Poster Session: *Attitudes, Values, and Motivation*

- *How Do Economic Conditions Influence Work Motivation?*
  John Kantor
- *Personal Values and Attitudes Toward Executive Women*
  Maria C. Ferreira and Eveline M.L. Assmar
- *Development of an Instrument to Measure Workplace Attitudes*
  Miranda E. Jennings

- *Organizational Justice and Service Recovery: Effects on Customer Satisfaction*
  Terri Shapiro, Nicole A. Andreoli, **Darlene Trimarcho-Beta,** and **Jennifer Nieman-Gonder**
- *Relationship Between Group Efficacy and Task Interdependence*
  Ipek Yildir
- *Values and the Self: A Self-Based Perspective on Organizational Cynicism*
  Fons Naus
- *Role of Reinforcements and Disposition on Technology Adoption: A Quasi-Experimental Design*
  Tracey E. Rizzuto

11:00 AM–12:50 PM

Symposium: *Occupational Safety Outcomes—Individual and Organizational Level Predictors* (Co-chairs: **Peter Y. Chen** and **Sarah DeArmond**)

- *Safety Communication and Error Management Culture: Predictors of Safety Outcomes*
  Konstantin Cigularov and **Mark D. Mazurkiewicz**
- *Effects of Climate and Work Locus of Control on Transfer*
  Autumn Krauss and **Lori Snyder**
- *Task Versus Contextual Safety Performance: Construct Reconstruction Across Three Samples*
  April Smith, Christina Wilson, Peter Y. Chen, and John Rosecrance

1:00 PM–1:50 PM

Paper Session: *Application of Ideal-Point IRT Models for the Measurement of Attitudes and Personality*

- *Streamlining the Construction of Unidimensional Pairwise Preference Scales: Effects on Scoring Accuracy and Test Validity*
  Stephen Stark and **Oleksandr S. Chernyshenko**

Sunday, August 13

9:00 AM–10:50 AM

Workshop: *Introduction to the Generalized Graded Unfolding Model and Its Estimation*

James S. Roberts

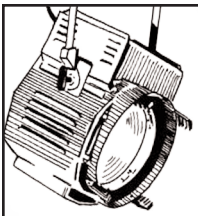
11:00 AM–12:50 PM

Workshop: *Business and Industry Following Mass Disaster—Fostering Resiliency and Recovery*

Betty Gilmore and Jeff Gorter

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Chair: Steve Ashworth

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- ✓ "*Great Concept. This is a very well conceived idea and much needed.*"
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- ✓ *"This seems like a great idea - I'd think this would lead to more interesting, important, and fundable research."*
- ✓ "The kind of interdisciplinary training being proposed is most likely to meet the future needs of both academia and business."
- ✓ *"…this sort of program is sorely needed and long overdue."*

Recent News

- ✓ We welcome our first class of doctoral students this fall: Marissa Shuffler(George Mason); Heather Gordon (Univ. of Tennessee); Joseph Allen (Brigham Young University); Ashley Andrew (Ball State); Jennifer Sicotte (UNC Charlotte); and Marlla Boughton (Northwestern).
- ✓ We thank TIA-CREFF for sponsoring a $25,000 non-service fellowship to an entering doctoral student each year.
- ✓ Our faculty had over 20 papers/presentations/talks at the Dallas SIOP conference.
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OFCCP's Final Rule on Internet Applicants: A Correction and Elaboration

Doug Reynolds
DDI

Dan Biddle
Biddle Consulting Group, Inc.

The January 2006 edition of *TIP* included a summary of the Office of Federal Contract Compliance Programs' (OFCCP) final rule regarding government contractors' "obligation to solicit race and gender data for agency enforcement purposes" (Reynolds, 2006). The summary contained an error that was caught by alert reader Dan Biddle. The issue is subtle, but it can have a profound effect upon how basic qualifications are justified and defended so it merits some elaboration.

First, the housekeeping: Page 108 of the January article includes the following sentence: "If [adverse] impact is found, basic qualifications must be '*relevant to performance of the particular position and enable the contractor to accomplish business-related goals*'" (emphasis added). The last portion of the sentence is incorrect and should instead state that if adverse impact is found, basic qualifications must be "*job related and consistent with business necessity*."

This distinction is significant because the two criteria are very different. The "relevant to performance" criterion applies to a federal contractor's recordkeeping obligations. The second criterion—job related and consistent with business necessity—applies whenever the employer's basic qualifications create adverse impact.

In their final rule, the OFCCP describes their intent to create a distinction between two levels of burden for justifying basic qualifications; one applies as a criterion for the definition of a basic qualification and the other applies after adverse impact is found. When a basic qualification is defined, the OFCCP indicated that the qualification must meet three criteria: it must be noncomparative, objective, and "relevant to performance of the particular position and enable the contractor to accomplish business-related goals." Once it has been established that a basic qualification causes adverse impact, the employer carries the heavier burden of justifying that the qualification is "job related and consistent with business necessity."

The OFCCP's final rule acknowledges that the courts have not agreed upon any single definition of the terms "job related" or "business necessity" that were used in the Civil Rights Act of 1991. However, they specify their intent is to not overly limit the employer when setting up basic qualifications (thus, the lesser burden of "relevant to performance…" was used in their final language) while maintaining the standard used in the Civil Rights Act of 1991 when adverse impact is found. The job-relatedness standard is typically met

by conducting a validation study. Specific procedures for meeting the lower standard ("relevant to performance") have yet to be fully explored; however, this standard is only relevant for defining the record keeping requirements.

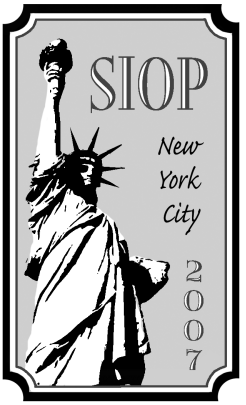
Readers who have been following the various new rules and guidance from the government on the issue of who is an applicant in Internet-based selection processes will recall that the EEOC has yet to issue their final version of the *Additional Questions and Answers to the Uniform Guidelines.* This version is expected "within a few months."

Reference

Reynolds, D.H. (2006). OFCCP Guidance on defining a job applicant in the Internet age: The final word? *The Industrial-Organizational Psychologist, 43*(3), 107–113.

4-Star Luxury!

SIOP's 2007 conference hotel, The Marriott Marquis, is located in the heart of Times Square and boasts these ammenities:



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- 4,000 square foot Fitness Center
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That Was the Conference That Was: SIOP 2006 in Dallas

Donald Truxillo
Conference Chair

Julie Olson-Buchanan
Program Chair

S. Douglas Pugh
Conference Chair

The SIOP conference in Dallas was a tremendous success. We had 3,432 conference registrants (our 2nd highest attendance!), including members from 44 countries outside of the U.S. There were 200 sessions and 515 posters presented in Dallas, covering nearly 50 content areas.

Many of you were there to see it. Some of you missed it. For everyone, here's a quick review of some of the key conference activities, events, and innovations.

Thursday

- On Thursday, 415 members attended the 14 excellent workshops developed by **Joan Brannick's** Workshop Committee.
- **Michelle Collins** arranged a tour of Texas Instruments' Digital Light Processing™ display center.
- **Wendy Becker, Joyce Bono**, and **Jim Farr** hosted our first-ever Junior Faculty Consortium, where new faculty could hear from some of the leaders in our profession.
- **Harold Goldstein** and **John Hunthausen** put together a terrific lineup for the Lee Hakel Industrial-Organizational Psychology Doctoral Consortium.
- **Rudy Sanchez** and **Ted Hayes** hosted a Doctoral Consortium reunion for Doctoral Consortium attendees from the last 3 years.
- **Dan Sachau** coordinated and hosted the SIOpen golf tournament for 81 members at Tour 18-Dallas.
- **Talya Bauer** and **Julie Olson-Buchanan** hosted the SIOP Welcome Reception for attendees who were new to the SIOP conference, ending the event with several rounds of speed networking.

Friday

- SIOP's International Committee hosted an "international café" to welcome our members from outside of the U.S. at 7:30 a.m.
- The conference plenary session began at 8:30 a.m. with the announcement of our award winners by Joyce Bono, Award Committee Chair, and the announcement of new fellows by **Gary Latham**, Fellowship Chair. Next, **Paul Thayer** announced the exciting news that the SIOP Foundation endowment had reached the $1 million mark. We were then honored to have speakers from Europe and South Africa, respectively: Nik Chmiel, president of EAWOP, and Aletta Odendaal, pres-

ident of SIOPSA. After **Jeff McHenry's** warm introduction, **Leaetta Hough** presented her presidential address (printed in its entirety in this issue of *TIP*, and available in video format on the SIOP Web site) entitled "Shaping Our Destiny." After passing the presidential gavel to Jeff McHenry, she announced the winners of this year's elections: Talya Bauer, Member-At-Large; **Ken Pearlman**, Financial Officer; and **Lois Tetrick**, President. Finally, SIOP members voted by acclamation to add the European Association of Work and Organizational Psychology and the Canadian Psychological Association as qualifying membership organizations for SIOP members.

- The Lesbian, Gay, Bisexual, and Transgender Committee and Allies meeting and reception were held on Friday afternoon.
- The International Affairs Committee met and hosted the International Members' Reception on Friday evening.
- The top poster session, held during the Friday evening all-conference reception, was a big hit! The top-rated posters, S. Rains Wallace Award winner and Flanagan award winners were highlighted in this new venue.

Saturday

- At 7 a.m., 85 members participated in this year's Fun Run, which was hosted by **Kevin Williams, Paul Sackett**, and Pat Sackett.
- The Committee on Ethnic Minority Affairs held its annual meeting and reception on Saturday evening.
- The momentum created by the fall consortium continued with a special Leading Edge and Beyond mini-track consisting of two community of interest sessions, one invited symposium, and an evening reception.

Sunday

- **Wendy Boswell** and her Sunday Theme Committee hosted a terrific set of sessions related to "Crossing Disciplinary Boundaries." The themed sessions kicked off with a stimulating invited session and finished with seven concurrent sessions on interdisciplinary endeavors.
- **Tammy Allen** and her Sunday Seminar Committee hosted four well-received and well-attended sessions.

Throughout the Conference

- Thanks to **Liberty Munson** and **Mindy Bergman**, the Placement Center served 229 job seekers and 92 employers (several with multiple positions).
- Sixty-seven student volunteers, coordinated by **Joerg Dietz**, made sure the conference ran smoothly by helping with conference bag assembly, sign deployment, registration, and other "behind the scenes" tasks.
- **Robin Cohen** and her Invited Sessions Committee arranged for several sessions that featured expert external and internal speakers.

- Thanks to **Joe Lualhati** and his committee, the Community of Interest sessions attracted a good turnout on hot topics.
- In addition to the workshops and Sunday seminars, five SIOP sessions carried CE credit this year.
- Dave Nershi and the SIOP AO staff worked tirelessly to troubleshoot problems and ensure a terrific all-around conference experience.
- Lee Hakel was spotted enjoying the conference *without* a walkie-talkie and singing the praises of retirement.
- SIOP registrants were seen sporting tan bags (the first SIOP bags that are not black!). Just when you thought we were not going to stir things up…

Finally, if there's a conference session you missed, check out the SIOP Web site. There you'll find audio versions of the conference sessions—one available for CE credit—and a video of Leaetta's presidential address.

See you in New York!

Audio Streaming is back!

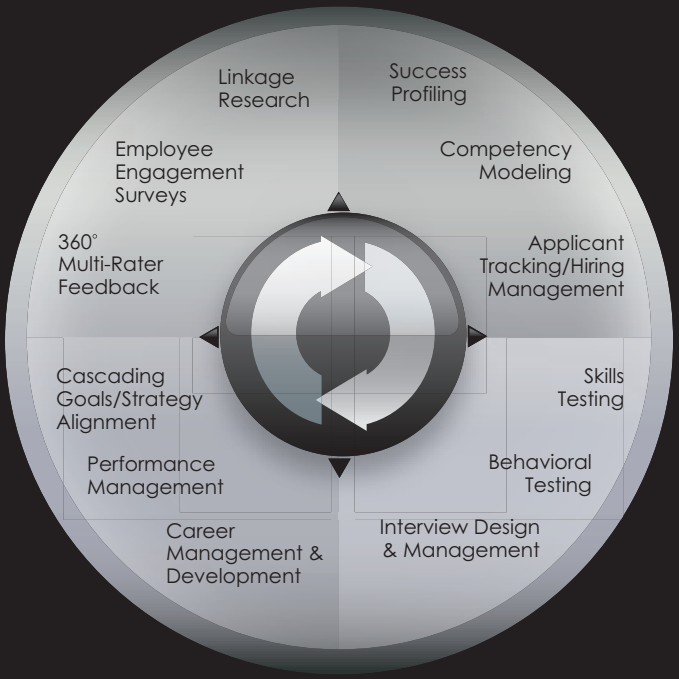
SIOP is happy to announce that, once again, free audio streaming of most of the SIOP conference sessions will be available to all conference registrants!

Did you miss the conference this year? Get access to the audio streaming site for a full year for a modest fee.

DVD versions (audio only) will be available as well for an additional charge.

Visit www.siop.org/Conferences/Default.htm for more information!

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Report on the Twenty-First Annual Lee Hakel Doctoral Consortium

Harold W. Goldstein
Baruch College, City University of New York

John Hunthausen
Microsoft Corporation

The 21st Annual Lee Hakel Industrial-Organizational Psychology Doctoral Consortium was held on Thursday, May 4, 2006, preceding the SIOP annual conference in Dallas. The consortium's theme was Developmental Planning for a Career in I-O Psychology and was attended by 34 advanced doctoral students from psychology, business, and management programs. Nominated to participate by their faculty, participants included both those planning academic careers and those seeking positions in industry and consulting. Participants got a chance to meet peers from other programs and receive helpful career advice from a wide range of speakers.

The days' activities began with a continental breakfast and welcoming mixer that gave students a chance to get to know each other and even win a few prizes. The first panel session of the day comprised of **José Cortina, Jerard Kehoe**, and **Ken Yusko** shared their ideas on critical developmental experiences that have helped them succeed in their widely varied careers. A panel consisting of past (and the current) presidents of SIOP followed, made up of **Irv Goldstein, Frank Landy**, and **Jeff McHenry**. From their unique vantage point, they were able to provide a broad longitudinal view of the field that consortium participants were unlikely to get elsewhere.

We then took a break for lunch, which concluded with **Leaetta Hough** giving students a preview of her presidential address, which focused on the wide ranging impact that SIOP is having and can have on the world around us. Her talk was a great way to excite students about the possible things that they can accomplish during their career. The afternoon featured a panel discussion that focused on providing a "realistic job preview" to the consortium participants. **Cori Davis, Seth Hayes**, and **Rudy Sanchez** discussed important early developmental experiences and provided advice regarding the transition from graduate school to the world of work.

This was followed by two concurrent sessions that provided information on searching for a job. Session A focused on academic settings and involved panelists **Steve Rogelberg** and **Charles Scherbaum**. Session B focused on practitioner settings and involved panelists **Suzanne Hawes**, John Hunthausen, and Ken Yusko. The day concluded with a brief summary session aimed at pulling together key themes regarding career development in our field that emerged during the day.

We want to thank the speakers for their outstanding presentations at the consortium. They each put a great deal of effort into presenting their ideas, which helped to make the day a success. The student participants were fantastic, and their attentiveness and insightful questions helped to make the consortium an excellent learning experience. We would like to congratulate the doctoral students who participated this year: **Christopher Berry, Adib Birkland, Jessica Bradley, Robyn Brouer, Bradley Brummel, Gary Burns, Eunice Chang, Kristin Charles, Moun Chau, Jason Dahling,** Rachel DeMuth**, Orly Dotan, Patrice Esson, Christina Garofano, Jason Gerlt, Erin Kappenberg, Stacey Kessler, Matthew Kleinman, Tine Koehler, Irini Kokkinou, Holly Lam, Julie Lyon, Tina Malm, Christopher Miners, Jacqueline Mitchelson, Wendy O'Connell, Alexander Schwall, David Sowinski, Michelle Streich, Erin Thornbury, Ashley Tipton, Meagan Tunstall,** Michael Woodard, and **Karen Wouters**.

This was the first year that this event took on its new title as the "Lee Hakel" doctoral consortium, and we believe that both the presenters and the participants honored her with their performance.



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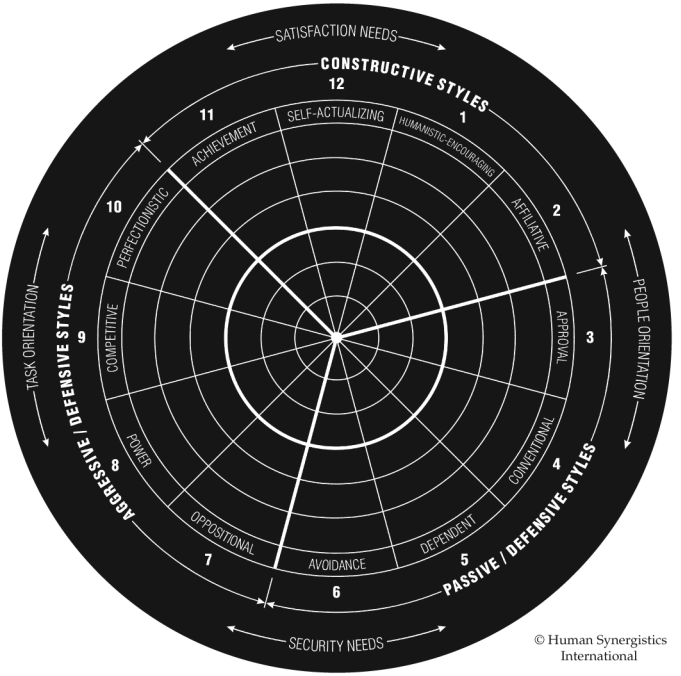
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SIOP 5K Fun Run Results

Paul Sackett

Eightly-five hardy souls roused themselves bright and early for the 14th SIOP 5k Fun Run at Dallas's Fair Park. The two-loop course provided plenty of twists and turns for strategic surges, and the weather provided cloudy skies, high humidity, and thankfully no rain.

The race organizers, **Kevin Williams** and Paul Sackett, would like to thank Wynne Transportation for their extraordinarily attentive transport of participants to and from Fair Park and **Arlene Green** of Frito-Lay for providing water at the start and finish lines. They made our lives easier and the race much more enjoyable.

Stephen Murphy led the field once again, finishing in 16:29. On the women's side, **Deborah Powell** led a strong field, winning in a time of 19:42. Murphy paired with **Eric Day** to capture the advisor–advisee competition; Powell paired with **Thomas O'Neill** for the mixed doubles competition, and **Jared Lock** and **John Zehr** teamed up for the scientist/practitioner pair title. The University of Tennessee made a strong showing in the team competition. We also had age-group competition, with results listed below. We single out **Peter Scontrino**, who has long been a regular at the SIOP 5K, for his win in the 60 and over division. Peter reports that this is his first-ever age group victory. We use this opportunity to point out that runners are among the few who look forward to birthday milestones (Hey! I'm 60! New age group! I don't have to compete with those 51 year-old youngsters any more!)

Please join us next year in New York!

Place	Name	Time	Name	Time
	Men Overall		**Women Overall**	
1	Stephen Murphy	16.29	Deborah Powell	19.42
2	Patrick McCarthy	17.50	Katherine Wiegand	20.10
3	Kevin Reindl	17.55	Taylor Poling	20.20
4	Filip Lievens	18.31	Jennifer Kaufman	22.48
5	Ian Newcombe	18.43	Margaret Stockdale	22.58
6	Peter Dominick	19.02	Gail Rose	24.33
7	John Zehr	19.20	Herlinde Pieters	25.17
8	Ross Markle	19.24	Carrie Blair	25.29
9	Eric Day	19.28	Joy Oliver	25.43
10	Bruce Davis	19.31	Marcia Sytsma	26.45
	Men 20–29		**Women 20–29**	
1	Stephen Murphy	16.29	Deborah Powell	19.42
2	John Zehr	19.20	Taylor Poling	20.20
3	Ross Markle	19.24	Carrie Blair	25.29

Place	Name	Time	Place	Time
	Men 30–39		**Women 30–39**	
1	Kevin Reindl	17.55	Katherine Wiegand	20.10
2	Filip Lievens	18.31	Jennifer Kaufman	22.48
3	Ian Newcombe	18.43	Gail Rose	24.33
	Men 40–49		**Women 40–49**	
1	Patrick McCarthy	17.50	Marcia Sytsma	26.45
2	Peter Dominick	19.02	Megumi Hosoda	28.08
3	Bruce Davis	19.40	Joy Fisher Hazucha	30.54
	Men 50–59		**Women 50–59**	
1	Michael Campion	24.27	Ernestine Suggs	31.04
2	Eric Sundstrom	25.05		
3	Bruce Christenson	27.50		
	MEN 60+			
1	M. Peter Scontrino	27.51		
	Mixed Doubles		**Advisor/Advisee**	
1	Thomas O'Neill/ Deborah Powell	43.22	Eric Day/ Stephen Murphy	35.57
2	Filip Lievens/ Herlinde Pieters	43.48	Patrick McCarthy/ Ross Markle	37.14
3	Jennifer Kaufman/ Tom Rauzi	49.31	Dave Woehr/ Taylor Poling	47.54
	Scientist/Practitioner		**University**	
1	Jared Lock/ John Zehr	39.00	1st: University of Tennesee:	
			Taylor Poling	20.20
2	Joerg Dietz/ Kyle Lundby	42.10	Matthew Fleisher	24.39
			Carrie Blair	25.29
3	Filip Lievens/ Herlinde Pieters	43.48	Joy Oliver	25.43
			Dave Woehr	27.34
			2nd: Minnesota State, Mankato	
			Justin Bethke	27.35
			Justin Rowenhorst	27.35
			Kenneth Larson	27.35
			Peter Sanacore	27.35

SIOP's Second Leading Edge Consortium Set for Charlotte in October

Clif Boutelle

By all accounts last year's inaugural Leading Edge Consortium was a huge success.

The mission for the 2006 consortium is "to build upon all the good things that occurred last year," said **Fritz Drasgow**, who will serve as General chair.

And he is off to a good start, having recruited **Ben Dowell**, vice president for Talent Management at Bristol-Myers Squibb in Princeton, NJ, to be the Practice chair and **Cindy McCauley** of the Center for Creative Leadership in Greensboro, NC as the Science chair.

The second annual consortium will be Oct. 27–28 at the Marriott Charlotte Southpark in Charlotte, NC.

The topic of the 2-day event will be "Talent Attraction, Development, and Retention: The Leading Edge." "Recruiting and keeping talented workers are great concerns for organizations and businesses. This is a timely subject that merits the attention of some of the country's top practitioners and researchers," Drasgow said.

The consortium will highlight current scientific studies as well as winning business strategies and practices in attracting and retaining employees.

"The evaluations from the St. Louis consortium indicated that many in attendance—and these are people who have been in the work force for many years—felt what they learned was both useful and relevant to their work. Our goal is for those who participate in this year's consortium to say the proceedings were extremely worthwhile," Drasgow said.

Also, the consortium's strengths, in addition to top-level speakers, include the opportunity to focus on a single topic with plenty of interaction between speakers and attendees.

More information is available on the SIOP Web site at www.siop.org.

SIOP Program 2007: New York, New York

Tammy D. Allen
University of South Florida

Although the 2006 conference has just ended, there is already considerable excitement building for the 2007 annual conference in New York. The 2007 conference program planning team is hard at work, and we are open to your suggestions (you can e-mail me at tallen@shell.cas.usf.edu).

Now is the time to begin preparing your submissions for 2007! Below is a timeline to keep in mind:

Late June 2006: Reviewer recruitment. Please look for an e-mail message requesting that you participate on the Conference Program Committee as a reviewer. All SIOP members are needed as reviewers. If you have never reviewed for SIOP, now is the time to start. If you haven't reviewed in several years, we need you back. Your service to SIOP as a reviewer is critical to the success of the program.

Early July 2006: Call for Proposals. The Call for Proposals will be available (electronically) in early July. Members will receive an e-mail message with a Web link to the Call for Proposals. The Administrative Office will also send members a postcard notifying them of this Web address. Note that the Call for Proposals will only be available electronically.

September 13th 2006: Submission deadline. The submission process will continue to be entirely electronic with no paper submissions. More details about the submission process will be provided in the Call for Proposals.

Early October 2006: Submissions sent out for review.

Early November 2006: Reviews due back.

Mid December 2006: Decision e-mails. Submitters will be sent (electronic) decision letters regarding their submissions.

Spring 2007: Program published. The conference program will continue to be published both in paper form and on the Web.

Visibility Update

Wendy S. Becker
University at Albany

SIOP's Visibility Committee has broad goals to enhance our identity, gain visibility with related professions, gain visibility with students and in academia, get I-O stories into the media, gain visibility via local and grass-roots efforts, and to coordinate and collaborate with SIOP committees. Our end of year report includes the following diverse efforts:

1. **Web site improvement project.** Visibility provides support to **Jim Beatty** and SIOP's Web site improvement project. **Paul Mastrangelo** leads this effort for Visibility with **Chris Rotolo**; Visibility provided feedback for Web site mockups and supports an ongoing improved content management system and attractive appearance.

2. **Decade of Behavior.** Visibility identified APA's Decade of Behavior (DOB) Initiative as having potential value for SIOP; Visibility member **Nils Olsen** has attended DOB monthly meetings in Washington, DC making I-O one of only five consistent representatives.

Mike Burke and **Dave Hofmann** were selected as recipients of DOB's 2006 Safety Award. As part of the recognition, Mike and Dave will present their research at a formal congressional briefing.

3. **Junior Faculty Preconference Consortium.** Visibility developed the idea for the first annual Junior Faculty Consortium. The session on Thursday May 4, 2006 provided a forum for discussion of topics of interest to pre-tenure faculty, and will be offered every year. A $50 fee to participants offsets program costs. The 2006 program successfully registered 40 participants and had a waitlist. Chairs are Wendy Becker, **Jim Farr,** and **Joyce Bono.**

The program included a "Publication Process/Editorial Panel" with **Wally Borman, Jerald Greenberg,** Brad Kirkman, **Ann Marie Ryan**, and **Shelly Zedeck**. "Beyond the Publication Process" provided advice for balancing life from **Rich Arvey, Jan Cleveland,** Jim Farr, and **Rich Klimoski**. The "Teaching and Mentoring Students" panel included **Jose Cortina, Fritz Drasgow, Milt Hakel, Deniz Ones,** and **Gary Yukl.** "Obtaining Federal Funding" was discussed by **Steve Kozlowski, Deb Major, Ed Salas,** and **Lois Tetrick**. "Collaborating with Organizations'" included Jerald Greenberg, **Neal Schmitt,** and **Connie Wanberg**. **Frank Landy** was lunch speaker.

4. **Fall Consortium.** Visibility helps promote the 2006 Fall Consortium, 'Talent Attraction, Development and Retention: The Leading Edge" to take place October 27–28, 2006 at the Marriott Southpark in Charlotte, NC. Seventeen speakers are identified with additional speakers to be added. Visibility participates in biweekly conference calls with **Fritz Drasgow,** General Chair, **Cindy McCauley,** Science Chair, and **Ben Dowell,** Practice Chair.

The Fall Consortium was heavily promoted at SIOP with brochures included in registration materials, attractive posters in the registration area and a "mini-track" of special programming, including several Community of Interest events, featuring **Richard Jeanneret, Robert Silzer, Joel L. Moses, Karen Lyness** and **Marcia Avedon**, Ben Dowell and **Leaetta Hough** as facilitators, and a special reception.

5. **SIOP 2006 Annual Conference.** Visibility sponsored an innovative session: *Making Connections: Strategies for Communicating I-O to Non-I-O Audiences.* Presentations included **Leslie Joyce,** The Home Depot, *I-O for the XO*; **John W. Jones,** IPAT, Inc., *Ethically Selling Psychological Products and Services to Professionals and Non-Professionals;* **Kathleen K. Lundquist,** Applied Psychological Techniques, Inc., *Making Your Case: Judicious Tips for Communicating with Judges, Juries and Attorneys*; and **Jeffrey A. Jolton,** Kenexa; Donna Uchida, Arysta LifeScience; Lori J. Carrell, University of Wisconsin–Oshkosh; Kristina Dewaters, Kenexa, *Clear Eye for the I-O Guy (and Gal): An Extreme Presentation Makeover.* Jeffrey Jolton and Wendy Becker were co-chairs.

6. **SIOP 2007 Annual Conference.** Visibility plans a big presence at SIOP 2007 in New York City; Chris Rotolo, current president of METRO, the local I-O association in NYC will provide support.

7. **A few examples of new media generated.**

- Clif Boutelle contacted all local Dallas media and a PR firm in advance of SIOP; several planned to attend the conference.
- Clif generated a lead with *The Dallas Morning Star* that resulted in an article about the conference on Sunday, April 23, 2006. SIOP member **Mark Frame**, Visibility member **Joel Philo**, Executive Director Dave Nershi, and Visibility chair Wendy Becker were interviewed. The article generated phone queries about SIOP referencing the article.
- Clif Boutelle provided SIOP member **Paul Sackett's** name to a *Time Magazine* reporter; Paul was quoted in the story "SATs for J-O-Bs" that appeared in *Time* on April 3, 2006.
- Visibility wrote a story for the SIOP Web site regarding a major Department of Defense award. Ed Salas and his team at the University of Central Florida received a 3-year grant totaling $3 million to help the military train teams quickly and effectively. The Department of Defense award is part of the Multidisciplinary University Research Initiative (MURI) program.

Visibility sponsors monthly conference calls. Visibility members include Clif Boutelle, Jeff Jolton, Paul Mastrangelo, Nils Olsen, Joel Philo, Chris Rotolo, **Mahesh Subramony,** and **Michelle Wiener**; outgoing chair is Wendy Becker. Incoming chair is **Doug Reynolds.**

LGBT Committee Update

Eden B. King
George Mason University

In April 2003, SIOP's Executive Committee established an ad hoc committee on lesbian, gay, bisexual, and transgender (LGBT) research and membership issues. The purpose of this committee is to encourage research on LGBT issues and to promote a LGBT voice within SIOP. As discussed at an informative meeting at the annual conference in Dallas, the committee is pleased to announce several opportunities for SIOP members.

The First Annual LGBT Research Award for SIOP 2007!

This $500 award will be given in recognition of a poster or paper submitted to the SIOP conference that represents an outstanding example of scholarship addressing issues facing lesbian/gay/bisexual/transgender individuals in the workplace. This award will be given to an individual or group of individuals who have submitted a poster or symposium paper focusing on lesbian/gay/bisexual/transgender issues in any area of I-O psychology. Papers will be evaluated on the extent to which they are based in science and/or practice, increase our understanding of workplace issues faced by LGBT employees, offer practical guidance to organizations seeking to improve the workplace experiences of LGBT employees, broaden our theoretical and/or empirical knowledge of sexual identity in the workplace, and represent technical adequacy with regard to methodology and statistics.

Submit your LGBT-related work to the SIOP conference and you will automatically be considered for this award!

The Availability of an LGBT Discussion List!

We encourage all SIOP members and interested parties to join the LGBT discussion list by following the guidelines outlined on the SIOP discussion list Web site: http://www.siop.org/comm/LGBT. This list is intended to facilitate discussion, research, and support for LGBT issues.

An Open Invitation for Committee Members and Attendees at the Annual SIOP Conference and Reception!

All are welcome to become active in supporting the goals of the LGBT Committee. We hope you will also consider attending the LGBT meeting or reception at SIOP 2007! In particular, if you would like to serve on the committee or volunteer your services and energy in other ways, please contact the committee co-chairs, **Mikki Hebl** at hebl@rice.edu or Eden King at edenking@aol.com.

Committee co-chairs:
Mikki Hebl—hebl@rice.edu
Eden King—edenking@aol.com

Additional members:
John Cornwell—cornwell@loyno.edu
Alberto Galue—alberto-galue@ti.com
Gene Johnson—Johnson_gene@hotmail.com
Donald Truxillo—truxillo@pdx.edu
Belle Rose Ragins—ragins@uwm.edu
Lyne Desormeaux—deesormeaux@sbcglobal.net
Tamara Bruce—brucetam@msu.edu

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Notice of External Awards: Winners and Nominations

Annette Towler
Chair of the External Awards Subcommittee

Over the last few months, several SIOP members have been recognized for their scientific contributions. APA presented both **Mike Burke**, Tulane University, and **David Hofmann**, University of North Carolina, Chapel Hill, with Decade of Behavior awards for their contributions to health and safety research. Mike was recognized for his work on worker safety performance and David was recognized for his work on safety climate. **David Campbell**, Center for Creative Leadership, received the 2006 Distinguished Psychologist in Management Award, given by the Society of Psychologists in Management (SPIM) for his work on interest and talent assessment.

The External Awards Subcommittee encourages you to consider nominating a SIOP member for forthcoming awards. Our role is to aid in the process. We are available to help coordinate the materials needed for each award and can submit the nomination on your behalf, as requested. Please take a moment to review these upcoming awards and think about who you might nominate. We also encourage you to call us with names of individuals who you think should be nominated for awards, even if you are not able to make the nomination yourself. For assistance with a nomination or to suggest SIOP members who might be nominated for these awards, contact Annette Towler (towler@iit.edu).

APS Award: James McKeen Cattell Fellow Award

Due: **October 31st, 2006**

The James McKeen Cattell Fellow Award recognizes APS Members for a lifetime of outstanding contributions to the area of applied psychological research. Recipients must be APS Members whose research addresses a critical problem in society at large. Honorees are recognized annually at the APS convention. The nomination packet should include the following materials:

- **Nomination cover sheet**
- **Letter of nomination** briefly describing (1–2 pages) the major empirical or theoretical contribution the candidate has made to psychology and the impact of the candidate on the field. Marks of formal recognition are useful in this context. Nominators may outline evidence for the candidate's impact by noting citations of the work, identifying areas of research that have developed or changed as a consequence of the candidate's contribution. The letter should identify major career landmarks. An attached list may cite no more than 10 major publications.
- **Two letters of support** from colleagues familiar with the candidate's work.
- **Complete curriculum vitae** of the candidate.

Packets for 2007–2008 nominations should be sent to APS by **October 31, 2006**.

2007–2008 James McKeen Cattell Fellow Award Committee
Attn: Louis Shomette
American Psychological Society
1010 Vermont Ave., NW Suite 1100
Washington, DC 20005-4907

Please nominate a SIOP member today and let the External Awards Committee know if they can be of assistance!

SIOP Members Who Have Received APA Awards

Award for Distinguished Professional Contributions

1976	John C. Flanagan	1991	Joseph D. Matarazzo
1980	Douglas W. Bray	1992	Harry Levinson
1989	Florence Kaslow		

Award for Distinguished Scientific Contributions to Psychology

1957	Carl I. Hovland	1972	Edwin E. Ghiselli

Distinguished Scientific Award for the Applications of Psychology

1980	Edwin A. Fleishman	1994	John E. Hunter & Frank Schmidt
1983	Donald E. Super		
1987	Robert Glaser	2005	John Campbell

Distinguished Scientific Award for an Early Career Contribution to Psychology

1989	Ruth Kanfer	1994	Cheri Ostroff
		2005	Frederick Morgeson

Award for Distinguished Contributions to the International Advancement of Psychology

1994	Harry C. Triandis	1999	Edwin A. Fleishman

SIOP Members Who Have Received APF Awards

Gold Medal Award for Life Achievement in the Application of Psychology

1986	Kenneth E. Clark	1993	John C. Flanagan
1988	Morris S. Viteles	1994	Charles H. Lawshe
1991	Douglas W. Bray	2004	Edwin A. Fleishman

SIOP Members Who Have Received APS Awards

James McKeen Cattell Fellow Award

1993	Edwin A. Fleishman, Robert Glaser, & Donald E. Super
1998	Harry C. Triandis
1999	Fred E. Fiedler & Robert J. Sternberg
2000	Robert M. Guion
2005	Edwin Locke



HumRRO

The ***Human Resources Research Organization*** (HumRRO) is pleased to sponsor internship/fellowship opportunities for Industrial-Organizational (I-O) graduate/doctoral students.*

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contact Sheila Schultz at 703-706-5661 or sschultz@humrro.org.

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For more information & application materials
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** or students in closely related fields*

2006 SIOP Award Winners

Joyce Bono, Chair
SIOP Awards Committee

On behalf of the SIOP Awards and Executive Committees, I am delighted to present the 2006 SIOP award winners. The following individuals were recognized for their outstanding contributions to industrial-organizational psychology at the 2006 annual conference held in Dallas. Congratulations to the all of the following award winners.

Jerald Greenberg
(The Ohio State University)
Distinguished Scientific Contributions Award



Of Dr. Greenberg's many contributions to the field of I-O, it is the quality and impact of his work in organizational and procedural justice that perhaps stands at the top of the list. By showing how employees respond to unfair treatment, his research has shown that organizational practices have tangible consequences. Indeed, he is a key figure in bringing organizational justice to its current status as a major topic in the field of management. His 26 books and more than 140 journal articles and book chapters are testimony to his prolific research productivity. His work has been cited more than 1,500 times, making him one of today's most influential I-O scholars.

Michael Beer
(Harvard University and Center for Organizational Fitness)
Distinguished Professional Contributions Award



Dr. Beer has had an enormously productive and varied career in business (Corning, Inc.), academe (Harvard University), and in his current consulting work. Indeed, he is one of those influential people in I-O who many turn to for help with organizational change. He has demonstrated that change involves systems of people, structure, tasks, and communication, and that the way these are deployed have key consequences for the trust people have in organizations and ultimately their performance. He has been dedicated to creating knowledge that can easily be translated into practice, and his ideas have had substantial impact on organizational behavior and performance in companies throughout the world.

Janet L. Barnes-Farrell
(University of Connecticut)
Distinguished Service Contributions Award



For more than 20 years, Dr. Barnes-Farrell has worked tirelessly on behalf of SIOP. She has been elected to two voting positions on the Executive Committee (secretary and member-at-large). Her service as a member and chair of the Long Range Planning and Education and Training Committees has been praised for its creativity and thoughtfulness. In all, she has served on 10 standing or ad hoc committees and chaired 5 of those. She has also promoted educational opportunities for students and bringing new people into I-O. SIOP's vitality is directly attributable to the behind-the-scenes hard work that members like Dr. Barnes-Farrell have exhibited on behalf of our society.

Roseanne J. Foti
(Virginia Polytechnic Institute and State University)
Distinguished Teaching Contributions Award



Dr. Foti is being honored for her commitment to students and I-O. During her 20 years at Virginia Tech, she has taught nearly every I-O course offered and has chaired more than 20 doctoral dissertations and a like number of master's theses. She has received recognitions for her effective teaching and last year was awarded Virginia Tech's prestigious Alumni Teaching Award. In addition to giving her exceptional ratings, current and former students praise her passion for teaching, the professional advice and mentoring she freely provides, and the clear vision of I-O she imparts—heartfelt and true testimony to the value that Dr. Foti brings to the classroom.

Filip Lievens
(University of Ghent)
Distinguished Early Career Contributions Award



Dr. Lievens' work in understanding and application of assessment center processes, organizational attractiveness, and perceptions of selection procedures is influencing both the U.S. and European I-O communities. In particular, his research on the construct validity of assessors' ratings has had a profound impact on both the science and practice of the assessment center method. Since earning his doctorate in 1999, he has published more than 40 articles in important journals. He has served on the editorial boards of major international journals and increasingly has been invited to contribute book chapters to cutting-edge books, both indicators of the esteem in which senior academic colleagues hold for his work and abilities.

Elizabeth B. Kolmstetter, Ann M. Quigley, Deborah Gebhardt, James C. Sharf, Todd Baker, and Joanna G. Lange
M. Scott Myers Award for Applied Research in the Workplace



Elizabeth Kolmstetter (Transportation Security Admininistration), Ann Quigley (Transportation Security Administration), Deborah Gebhardt (Human Performance Systems, Inc.), James Sharf (Employment Risk Advisors, Inc.), Todd Baker (Human Performance Systems, Inc.), and Joanna Lange (JGL Human Resources Solutions) receive the award for their project entitled "Transportation Security System Screener Skill Standards and Selection System."

Ruth Kanfer and Phillip L. Ackerman
William A. Owens Scholarly Achievement Award



Ruth Kanfer and Phillip L. Ackerman (both of Georgia Institute of Technology) are recognized for the best article published in I-O psychology in 2004: Kanfer, R., & Ackerman, P. L. (2004). Aging, adult development, and work motivation. *Academy of Management Review, 29,* 440–458.

Remus Ilies
(Michigan State University)
S. Rains Wallace Dissertation Research Award



Remus Ilies won the Wallace award for his disseration entitled "Goal Regulation Across Time: The Effects of Feedback and Affect." Dr. Ilies received his PhD from the University of Florida. His dissertation research was completed under the direction of Timothy Judge.

Lisa A. Boyce
(U.S. Air Force Academy)
S. Rains Wallace Dissertation Research Award
Honorable Mention



Lisa Boyce won an honorable mention for the Wallace award for her dissertation entitled "Propensity for Self-Development of Leadership Attributes: Understanding, Predicting, and Supporting Performance of Leader Self-Development." Dr. Boyce received her PhD from George Mason University. Her dissertation research was completed under the direction of Steve Zaccaro.

Meagan M. Tunstall, Lisa M. Penney, Emily M. Hunter, and Evan L. Weinberger
John C. Flanagan Award for Outstanding Student Contribution to the SIOP Conference



M. Tunstall, Lisa M. Penney, Emily M. Hunter, and Evan L. Weinberger (University of Houston) are recognized for their poster, "A Closer Look at CWB: Emotions, Targets, and Outcomes."

Michael M. Woodward, Kenneth Randall, Bennett A. Price, and Andrea Saravia
Robert L. Wherry Award for the Best Paper at the IOOB Conference



Michael Woodward, Kenneth Randall, Bennett Price, and Andrea Saravia (all of Florida International University) are recognized for their paper entitled "Cooperation and Competition: The Effects of Examining Team Entrainment to Reward Structure."



Anuradha Ramesh and Tracy Lambert
Graduate Student Scholarship Winners



The 2006 recipients of the Graduate Student Scholarship Awards, which were awarded following the annual conference, are Anuradha Ramesh of the University of Maryland and Tracy Lambert of the University of Georgia.



Adam Grant
The Lee Hakel Graduate Scholarship

The Lee Hakel Hakel Graduate Scholarship was established to honor Mrs. Hakel, director of the SIOP Administrative Office from 1995 to 2005 and a leader in the establishment of the SIOP Foundation. The first recipient of this award is Adam Grant from the University of Michigan.

2006 SIOP Awards Committee

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Herman Aguinis
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Cassie B. Barlow
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Chockalingam Viswesvaran
John D. Watt
Sandy J. Wayne
Howard M. Weiss
Seth Zimmer

Announcement of New SIOP Fellows

Gary Latham
University of Toronto

Eight SIOP members were honored at the Dallas conference with the distinction of Fellow. They are the following:

Michael T. Brannick



Dr. Brannick is a star in research methods. He has contributed to our knowledge of how to conduct and interpret a meta-analysis, the application of factor analysis to the multitrait–multimethod matrix, and the incorporation of nonlinear combinations of cues in decision making by developing a method to specify importance weights. In addition, his work increased our understanding of how people combine information before making a decision.

Stephen W. Gilliland



Dr. Gilliland's research shows that perceptions of fairness have more to do with what a manager has done wrong than with what the person has done right. This research revealed how the notion of fairness varies from nation to nation. He developed a model for enhancing distributive, procedural, and interactional justice on pre- and post-hiring decisions. Published in 1993, his model has been cited over 175 times. More than half of his consulting work is devoted to putting his research findings into practice by doing pro bono work for nonprofit organizations.

Robert Eisenberger



Dr. Eisenberger developed organizational support theory, which holds that (a) employees form general beliefs concerning how much the organization values their contributions and (b) based on the norm of reciprocity, employees reciprocate such support with emotional commitment to the organization, work effort, and extra-role performance such as innovative problem solving. His learned industriousness theory states that if an individual is rewarded for putting a large amount of cognitive or physical effort into an activity, the sensation of high effort takes on secondary reward properties that lessen effort's general aversiveness.



John P. Meyer

Dr. Meyer is the world's foremost expert on the antecedents and consequences of organizational commitment. His ground breaking research, which has been cited over 2,500 times, reflects a rare interplay between cogent theoretical development and rigorous empirical research. In addition, his measures of organizational commitment are used by scholars worldwide.

Robert F. Silzer



Dr. Silzer's leadership has significantly advanced the practice of I-O psychology through his presidency of the Metropolitan New York Association of Applied Psychology, editorship of SIOP's "The 21st Century Executive: Innovative Practices of Building Leadership at the Top," co-chairing the first SIOP Leading Edge Consortium on Executive Leadership workshops conducted for SIOP, and his selection and development programs for blue-chip companies in the U.S.

Donald M. Truxillo



Dr. Truxillo has conducted ground-breaking research on applicant reactions to selection, drug testing, and banding methods with regard to affirmative action. His work has shown the theoretical basis of justice perceptions in bringing about favorable reactions to these work practices. His longitudinal study of the relationships among selection information, applicant continuation in the selection process, and subsequent employee turnover is a "first" and has been deemed a "classic" by our peers.

Neal Ashkanasy



Dr. Ashkanasy is one of a very small group of scholars who has developed theoretical models and conducted empirical research so effectively on emotions in the workplace that this topic has moved within the past decade from obscurity to mainstream research in I-O psychology. His annual book series on this topic is responsible in part for what is now being called in our field the "affective revolution."

Herman Aguinis



Dr. Aguinis has advanced our knowledge of categorical moderators and validity generalization. His book *Regression Analysis for Categorical Moderators* is a highly important methodological contribution to our field. He developed an alternative method to the controversial practice of banding in selection for increasing the probability that members of minority groups will be hired.

SIOP thanks the Fellowship Committee members—**David Campbell, Michael Campion, Michael Frese, George Hollenbeck, Gary Johns, Lise Saari**, and **Howard Weiss**—for their thoughtful contributions.

Don't forget to pay your SIOP dues!

Paid members receive access to "members-only" areas of the Web site, listing in the online directory, *TIP*, conference materials, and e-mail alerts about everything SIOP!

Don't miss out, renew today!

Secretary's Report

Lisa M. Finkelstein
Northern Illinois University

The annual spring meeting of the Executive Committee (EC) of SIOP was held on May 7 and 8 at the Adam's Mark Hotel in Dallas immediately following the conference. In attendance were the voting members of the EC as well as most of the incoming, current, and outgoing committee chairs.

Our new president, **Jeff McHenry,** kicked off the meeting with a quick introductory icebreaker and a hearty thanks to our now past-president, **Leaetta Hough**. **Paul Sackett** took the podium to review the current state of the new SIOP-sponsored journal, quite tentatively entitled *InteractIOns*. Paul is the inaugural editor of this new project. The details of the journal have been discussed in other venues, but by way of brief update the format and process are close to being solidified, and the decision about whether to go out to an external publisher versus self-publishing is in progress, with various proposals being reviewed. Paul was thanked for his tremendous work getting this off the ground, and his excitement about the project was contagious.

A large portion of our first day was spent reflecting on four goal areas that came out of our strategic planning meeting last September. To begin, four representatives from the EC each gave a quick presentation to get the group up to speed on the current thinking around the four goals: visibility, advocacy, membership, and science/practice. Following these presentations, we formed breakout groups that were tasked to create a list of no more than three actionable initiatives. In brief, the visibility group suggested that we craft our message, create a marketing plan, and provide tools to members for grassroots visibility promotion. The advocacy group argued for developing and leading coalitions within APA, promoting more active participation in state psychology associations, and working more toward federal funding of I-O research. Those discussing membership promoted meaningful and actionable trend metrics, increasing a sense of inclusion and ownership through meaningful involvement in SIOP activities, and identifying and marketing to those who share our values to garner new members. Last but not least, the science/practice group suggested defining with rigor standards for effective practice, revisiting the fellowship criteria through inclusiveness, and examining the terminology regarding the roles and functions within our profession that might create divides. Toward the end of our meeting champions of each area were appointed and will be gathering groups of individuals to push these and other potential initiatives forward with specific and measurable goals.

Two guests were present at our meeting and addressed the group. Nik Chmeil from EAWOP commented favorably on our conference and discussed some of the ways EAWOP is currently dealing with similar visibility and science/practice issues. Barbara Wanchisen from the Federation of Behavioral,

Psychological, and Cognitive Sciences provided the group with further information about who is involved in this group, how we are one of the largest groups they will be working with, and some of the things they can do for us. She expressed a great deal of enthusiasm for the things we could partner on and an eagerness to help.

The issues voted on in the meeting included approval of the January minutes, approval of the proposal of the Master's Consortium for SIOP 2007, and approval of the draft of the budget (not yet including conference, as is typical for this time of year). **Mary Doherty** also gave the group a preview of the member survey results, which will be available on the Web site.

Prompted by a continuation of January's discussion of whether to sunset the Long Range Planning Committee, Jeff McHenry formed a group to examine the current governance and committee structure in more detail and to determine if a reorganization is needed to assist in lining committees up more closely with strategic goals. This work is now underway.

As usual this report is just an overview of the major events of our 8-hour plus meeting. If I've whet your appetite for more scoop on the inner workings of SIOP, please see the minutes posted on the Web site. Please direct any questions to me at lisaf@niu.edu.

For SIOP's Professional Members . . .

A brass plaque with a black background and border and words in brass, mounted on American Walnut, can be engraved with your membership certificate. The cost for an 8 x 10 inch plaque is $80.00. Larger sizes are available for these custom made plaques. Minimum of 8 weeks for delivery.

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APA Council Report

Janet Barnes-Farrell, Bob Dipboye, Deirdre Knapp, Bill Macey, Eduardo Salas

The APA Council of Representatives met February 17 through 19, 2006 in Washington, DC. From the perspective of Division 14 members, the meeting was more eventful than some. A particularly relevant *Workgroup Report on Education and Training Leading to Licensure* was discussed at considerable length among your Council Representatives and the representatives of other divisions in the hours leading up to the meeting. The outcome of these discussions was a revised APA policy statement regarding the nature/extent of supervised experience required for licensure. The new policy statement, which was adopted by APA Council in February 2006, responds to SIOP's expressed concerns that the supervised experience requirement should not preclude appropriately trained members of our division from practicing in their areas of competence.

Some history will probably help. In 2000, a commission was appointed within APA to review the status of education and training leading to licensure. The commission reported back in 2001 with recommended changes to APA policy. Bill Macey was president of SIOP at the time and responded with a number of concerns about those changes (see *TIP*; January 2002). The Executive Committee was particularly concerned over language that would preclude I-O psychologists as being identified as psychologists or practicing in areas where we are competent to practice. This was in part because the proposed policy stipulated a requirement for APA or CPA accredited predoctoral internships, which simply would not be relevant or appropriate for I-O psychologists.

The Council of Representatives deferred taking action on the recommendations and commissioned a workgroup to review progress of various constituencies (including the Board of Professional Affairs and the Board of Educational Affairs) charged with working together to address the original recommendations. In August 2005, APA Council received the workgroup report and proposed policy statement. The report was disseminated widely on August 29 for comment. **Leaetta Hough** responded for SIOP noting some remaining concerns but also indicating that the proposed policy change had been modified in a way that no longer referenced the specific form in which supervised experience might be achieved. That was good news for I-O psychologists.

As is normally the case, the agenda for the February council meeting was sent to your Council Representatives several weeks in advance. To our surprise, the proposed policy statement had been revised again (because of concerns brought forward by other groups) to require an internship as a require-

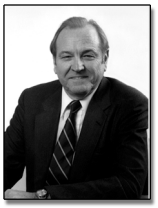
ment for licensure. The wording of the then current motion read to say with respect to the requirement for supervised experience that "One of these years shall include a predoctoral internship and the other shall be of supervised professional training." This had replaced the wording "…applicants demonstrate that they have completed two years of supervised experience." Clearly, this was an unwelcome development.

Prior to the start of the council meeting on February 17, your Council Representatives attended the meeting of the Coalition of Academic, Scientific, and Applied Psychologists (CASAP), a caucus representing the interests of scientific psychologists at which the proposed policy statement and workgroup report was discussed. There, we argued that the motion was unacceptable because it failed to recognize the concerns of nonhealthcare psychologists. The meeting was attended by several representatives of the APA Board of Directors, and immediately following the CASAP meeting a discussion was held with representatives of other interested divisions (notably, Leona Aiken of Division 5, **Ann O'Roark** of Division 13, Steve Sellman of Division 19, and Hank Taylor of Division 21). With their support and that of Tom DeMaio of the Board of Directors, a substitute motion was prepared and then accepted by Council. The relevant portion of that motion reads as follows:

> *The American Psychological Association recommends that for admission to licensure applicants demonstrate that they have completed a sequential, organized, supervised professional experience equivalent to two years of full-time training that can be completed prior or subsequent to the granting of the doctoral degree. For applicants prepared for practice in the health services domain of psychology, one of those two years of supervised professional experience shall be a predoctoral internship.*

This alternative addressed our concerns, limiting the internship requirement to the health services providers. This was achieved because of the collaborative views taken by many individuals. Your Council Representatives are particularly grateful to their colleagues in other divisions for their support.

Douglas Bray (1918-2006)



Douglas Bray, resident of Tenafly, NJ, died on Tuesday, May 9, 2006. He is survived by wife Ann Howard and sons Gerald L. Bray and Christopher J. Bray.

Douglas Bray is the inventor of the modern day assessment center used by thousands of organizations around the world to identify the best leaders and employees for critical roles. Dr. Bray proved the effectiveness of the methodology in a landmark longitudinal research study he conducted at AT&T over a 25-year period. Begun in 1956, the study was entitled "The Management Progress Study" and is one of the most referenced research efforts in the field of industrial and organizational psychology.

An only child, Bray was born November 7, 1918 and grew up in Springfield, Massachusetts, the son of a purchasing agent for Frisk Rubber Company and his wife. The field of industrial psychology was just beginning when Dr. Bray earned a master's degree in abnormal psychology at Clark University. Thinking that the World War II draft would call him up shortly, he went to work in a defense plant. When he was drafted in to the Army Air Corp in 1943, he was placed in the Medical and Psychological Examining Unit. Dr. Bray eventually landed work with Psychological Research where the behavioral evaluations and practical research studies he conducted led him to become an applied psychologist. In 1946, he was accepted at Yale University to study social psychology and earned his PhD in psychology.

Seven years later while a research associate with the Conservation of Human Resources program at Columbia University, Robert Greenleaf, then director of Management Development and Research at AT&T, asked Dr. Bray to join AT&T to conduct a research study that was to follow the careers of managers as they progressed up the ranks at AT&T, then the world's largest company. Greenleaf wanted to see how the lives and careers of leaders developed over time and he thought a study would help to refine Bell hiring and leadership development programs. For the study, Bray put together the first assessment centers used in private industry and was the first to use exercises such as the in-basket and the assigned role group discussion exercise. The 3-day assessment center also used tests and interviews to assess personal attributes such as job motivation. Participants were assessed twice more—8 years and 20 years after the start. Interim activities included questionnaires and interviews with both the participants and others who observed their work performance.

After the early success of the Management Progress Study in predicting organizational achievement, it was decided that all supervisors within AT&T would be selected using the assessment center method and Bray had to adapt the method for mass use with nonpsychologists as assessors. Within relatively few years, more than 100,000 individuals at AT&T were assessed for supervisory jobs.

In addition to his pioneering work with assessment centers, Bray was also involved in many other areas of industrial psychology. In the early 1970s, his group at AT&T oversaw the development of the Bell Systems highly successful supervisor relations training program. He developed innovative test validation strategies and helped design AT&T's response to charges by the EEOC regarding the promotion of women. He also played a key role in the early application and evaluation of behavior modeling training.

In 1968, William Byham started an assessment center at JC Penney with Bray's help. After the successful application of the methodology at JC Penney, Byham wrote the first popular article about assessment centers for the *Harvard Business Review*. Organizations around the world became interested and asked Dr. Byham and Dr. Bray if they could help them put in assessment centers. To meet this need, Byham and Bray founded Development Dimensions International (DDI) to provide consulting on assessment centers and provide assessment center simulations. DDI now has offices around the world.

Even after DDI was established, Dr. Bray remained at AT&T and continued his work. He conducted a parallel longitudinal study of workers entering the Bell System in the 1970s, working with Ann Howard, who became his wife in 1983. Both studies are chronicled in the book, *Managerial Lives in Transition: Advancing Age and Changing Times*. He has written extensively, with more than 60 books and articles to his credit.

Dr. Bray has held many important professional offices. Among others, he has been president of the Society of Industrial and Organizational Psychology, chair of the Ethics Committee of the American Psychological Association, and president of the Board of Directors of the American Board of Professional Psychology. In 1959, Dr. Bray founded the Duke Ellington Society of New York.

His awards include:

- 1977 Distinguished Professional Contributions Award, Society for Industrial and Organizational Psychology
- 1980 Award for Distinguished Professional Contributions, Society for Industrial and Organizational Psychology
- 1986 Outstanding Contribution to Psychology and Management Award, Society of Psychologists in Management
- 1988 Distinguished Service and Outstanding Contribution Award, American Board of Psychologists in Management
- 1991 Gold Medal Award for Life Achievement in the Application of Psychology, American Psychological Foundation
- 2000 Lifetime Achievement in Assessment Center Methodology Award
- A member of the Task Force that established the guidelines and ethical consideration for assessment center operations, first published in 1975.
- Established the Douglas W. Bray and Ann Howard fund within the SIOP Foundation to support research on assessment centers and managerial or leadership development

The family has asked that donations be made to Douglas W. Bray and Ann Howard Award, SIOP Foundation, P.O. Box 1205, Bowling Green, OH 43402. Questions can be directed to DDI: Jennifer Pesci-Kelly; jennifer.pesci@ddiworld.com.

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SIOP Members in the News

Clif Boutelle

SIOP members continue to be credible and reliable sources for reporters writing stories about workplace issues. It is not always the mainstream press—large metropolitan newspapers and magazines—that is contacting SIOP members. There are hundreds of specialty publications and Web sites looking for knowledgeable people to assist with their stories. These publications have a surprisingly large readership and offer wonderful exposure opportunities for I-O psychology and SIOP members. Often these stories are picked up by the mainstream news media.

Every mention of a SIOP member and his or her work or comments in the media is helpful to our mission to gain greater visibility for I-O psychology.

Following are just some of the media mentions from the past several months:

Richard Griffith of Florida Institute of Technology was quoted in the May 1 issue of *Time Magazine* in a story about top executives lying on their resumés. "There's a lot of evidence that those who cheat on job applications also cheat in school and in life," he noted. "If someone says they have a degree and they don't, I'd have little faith that person would tell the truth when it came to financial statements and so on." Several publicized incidents of resumé padding have resulted in a boom in the background screening industry.

Research on political skill by **Pamela Perrewe** of Florida State University was featured in an April 27 United Press International story which appeared in numerous newspapers. Her study showed that those most adept at using political skill are usually the people with the best reputations within the organization. Being astute politically is a common trait of successful leaders because they have the ability to understand others and can influence their thoughts and behaviors.

I-O psychology and the SIOP conference were featured in an April 23 story in the *Dallas Morning News*. Quoted in the story were **Joel Philo** of Frito-Lay North America, **Mark Frame** of the University of Texas at Arlington, and **Wendy Becker** of the University at Albany. The article noted that more and more I-O psychologists are being recruited to assist with a variety of functions that make organizations and their employees more efficient and productive. The story also appeared in other newspapers, including the *San Antonio Express News* and the *Portsmouth (NH) Herald News*.

For an April 3 story on personality testing, *Time Magazine* writer Lisa Cullen called on **Paul Sackett** of the University of Minnesota for his comments. Though no test is an infallible predictor of behavior, he pointed out that standards have improved vastly over the past decade, thanks to the emergence of a uniform language involving five types of behavior. He also noted

that tests have gotten better at spotting those who try to misrepresent themselves. "My advice is to take the test at face value and describe yourself clearly and honestly. If you fit the job, great. If not, then maybe it wasn't for you."

Research by **Bennett Tepper** of Georgia State University published in *Personnel Psychology* was reported in several media outlets throughout the country, including the *Salt Lake Tribune* on April 2. The study found that when supervisors feel they have been mistreated they may vent their resentment by abusing those who report to them. Employees seen as weak and vulnerable most often bear the brunt of the abuse. Subordinates can cope by avoiding the abusive supervisor or by confronting the supervisor, although is less common, he said.

Stress Management Magazine, in its April issue, had a story that featured research on workplace humor by **Christopher LeGrow** of Marshall University. The study showed there was a fine line between humor that eases office tension and humor that is offensive. Often, office jokes intended to be humorous are not taken that way, said LeGrow. "When workers feel offended or threatened by jokes, it's time for management to step in and curtail the situation, as humor then becomes a liability and a problem for morale and productivity.

The March 30 *Management Issues* and the April 11 *Washington Post* were among several publications that carried a story about employees' reluctance to pass along to coworkers the job knowledge they have accumulated. The knowledge-hiding research was conducted by **David Zweig** of the University of Toronto, Catherine Connelly of McMaster University, **Susan Brodt** of Queens University in Kingston, ON, and **Sandra Robinson** of the University of British Columbia. "Knowledge sharing is often one of the most troubling issues facing employers and they keep trying to develop effective ways to encourage employees to share what they have learned on their jobs. It remains a difficult goal," said Zweig.

Also, a May 11 SHRM publication, *HR News*, ran a story on knowledge-hiding research done by Zweig, Connelly, and Jane Webster of Queen's University. Hoarding knowledge is usually bad for business. It can hurt productivity because it takes workers longer to to complete tasks when they don't have the information they need to do the job," Connolly said.

The March 22 issue of *Human Resource Executive* featured the University at Albany's Human Resource Information Systems Program headed by **Hal Gueutal**. The program focuses on human resource management and technology. The niche program, which produces highly marketable graduates, combines the most powerful HR systems available, including Peoplesoft, SAP, and others, with year-long field experiences that provide students practical HR experiences.

Ben Dattner of Dattner Consulting in New York City was quoted in a February 28 *Wall Street Journal* article about workplace typecasting. Office reputations are often formed with limited or superficial information and are hard to shake once acquired. He said employees can be typecast in several ways, including personality, work habits, ability to handle stress and organi-

zational skills. He also was interviewed for an April 18 Associated Press story about questions to ask when interviewing for a job that appeared in several newspapers. "Have I answered your questions?" is a good question to ask, said Dattner. "Nervous candidates often talk on and on without focusing on the interviewer's questions." He also contributed to two stories on executive coaching that appeared on *SHRM Online* in February and April.

A March issue of the *Los Angeles Daily News* ran a story on psychological testing to identify job applicants' attitudes and aptitudes. The story was also syndicated to media outlets across the country. **Ann Marie Ryan** of Michigan State University pointed out that the Internet has widely expanded the number of companies providing preemployment testing and employers ought to be careful. "Anybody can put up a Web site and sell you a test," she said.

Mark Lifter of Aon Consulting was quoted in a March 15 *Baltimore Sun* story on adjusting to the role of being the boss following a promotion which brings a new set of peers and alters relations with former coworkers. "New managers are no longer part of the gang and should not try to be. People are looking for leadership," he said. He also suggested that newly appointed leaders seek the advice of others who have made similar moves.

Workplace meetings really aren't all that bad, according to research conducted by **Steven Rogelberg** of the University of North Carolina at Charlotte. Originally published in the March issue of the *Journal of Applied Psychology*, stories about the study have appeared in several newspapers, including the *Wall Street Journal*, the *Albuquerque Tribune* and the *Los Angeles Times*. "Most people claim they do not like meetings," says Rogelberg, "but the survey showed that people's private sentiments are much more positive (toward meetings)."

The February 20 *Orlando Sentinel* sought comments from **Joan Brannick** of Brannick HR Connections for a story about how employers are offering benefits, such as child care, flex time and college tuition, that fulfill workers needs outside of work. Such amenities are win-win situations: They're good for employees and the company benefits by having satisfied workers who are more likely to stay with the organization.

A February 13 *Wall Street Journal* story on skills databases, an increasingly popular tool that companies use to track employee talents, included comments from **Kirk Rogg** of Aon Consulting. Companies tap into these databases to help fill specific needs, to head off looming talent shortages and to aid career-development paths. Most big employers have at least a basic "talent profile" database listing easy-to-glean information such as what jobs employees have had and other skills, Rogg said. However, he estimates that fewer than one fourth of employers have the detailed information needed to accurately identify employees to fill potential skill shortages.

Three SIOP members—**Malcolm McCulloch** of Limra International in Windsor, CT, **Anthony Adorno** of the The DeGarno Group in Bloomington, IL, and **Miriam Nelson** of AON Consulting—contributed to a story on

selecting the best call center candidates in the February issue of *Call Center Magazine*. McCulloch noted that personality is a major factor that underlies success in selling and service but added that the ability to learn and adaptability were other key factors to consider. Adorno noted that organizations are looking for employees who will grow with them, so a high value is placed on tenure. "Since job skills don't predict career longevity very well, a key trait now is about the will to do the job," he said. Nelson added that call centers also look closely at an agent's ability and willingness to sell. Agents, she explained, more and more are being counted upon to generate revenue.

Results of a study by **Derek Chapman** of the University of Calgary and David Zweig of the University of Toronto were reported in several Canadian publications, including the *Financial Post*, the *(Toronto) Globe and Mail* and *Canadian HR Reporter*. The study included nearly 600 interviewers from more than 500 organizations and found that just 28% of them used some form of structured interviews to select employees. Also, though 72% of the interviewers said they had never received formal interview training, they were confident they were doing a good interviewing job and selecting the best candidates.

Michelle Miller of Ivy Tech Community College in Indianapolis contributed to an *Indianapolis Star-News* story about setting goals. She said a great deal of stress can be eliminated by the right use of time management. "Flying by the seat of your pants is what causes stress," she said. "You have to anticipate what is coming your way and find new strategies for getting things done. Without a plan you don't have a big picture of what needs to be done."

In a *New York Times* roundup of the latest books on how managers can help employees improve performance, *The Versatile Leader* by Bob Kaplan and **Rob Kaiser**, both of Kaplan DeVries Inc. in Greensobro, NC, was included. The book's messages: (a) make a connection with the people you are trying to lead, (b) be clear about what you want them to do, and (c) be honest in your assessment of how they are doing. It sounds simple, but as countless employees can attest, it is easier said than done.

Please let us know if you, or a SIOP colleague, have contributed to a news story. We would like to include that mention in **SIOP Members in the News.**

Send copies of the article to SIOP at PO Box 87, Bowling Green, OH 43402, or e-mail them to siop@siop.org, or fax to (419) 352-2645.

Announcing New SIOP Members

Talya N. Bauer
Portland State University

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of May 22, 2006.

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Welcome!



IOTAS



Adrienne M. Bauer
Eastern Kentucky University

Laura L. Koppes
LK Associates

Awards & Recognition

Mike Burke, Tulane University, and **David Hofmann**, University of North Carolina, Chapel Hill, were selected as recipients of the 2006 American Psychological Association Decade of Behavior awards for their contributions to health and safety research.

David Campbell, Center for Creative Leadership, received the 2006 Distinguished Psychologist in Management Award, given by the Society of Psychologists in Management (SPIM) for his work on interest and talent assessment.

Ed Salas and his team at the University of Central Florida received a 3-year grant totaling $3 million to help the military train teams quickly and effectively. This Department of Defense award is part of the multidisciplinary University Research Initiative (MURI) program.

John P. Campbell, University of Minnesota, was awarded the American Psychological Association Award for Distinguished Scientific Applications of Psychology for his research on the multidimensional nature of job performance, as well as for several other research contributions.

Michael Beer of the Harvard Graduate School of Business Administration is the recipient of the 2006 Harry and Miriam Levinson Award. This award annually honors an APA member who has converted many psychological theories into applications that managers can use to create more healthy, effective, and humane organizations.

Ed Locke was named winner of the Association for Psychological Science (APS) James McKeen Cattell award for his theory and research on goal setting.

Gary Latham won SHRM's premier research award with its $50,000 prize.

Rich Arvey recently won the Academy of Management's HR Division's Heneman Career Achievement Award.

Irv Goldstein was awarded the University of Maryland's President's Medal.

Wayne Cascio received an honorary doctorate from the University of Geneva, Switzerland, which literally required an act of the legislature. He has also been named the president of the SHRM Foundation.

Allen Kraut recently learned that *The Role of the Manager: What's Really Important in Different Management Jobs*, by Kraut, A. I., Pedigo, P. R., McKenna, D. D. and Dunnette, M. D. in the *Academy of Management Executive* was reprinted as a classic in the special issue: *Classic Articles from AME, Academy of Management Executive*, V19, n4, November 2005.

Leaetta Hough was appointed to the Talent Technology Corporation (TTC) Advisory Board, as she concludes her 1-year term as president of the Society for Industrial and Organizational Psychology (SIOP). She will be responsible for directing TTC's Knowledge Center.

CONGRATULATIONS!!

Transitions, Appointments, and New Affiliations

CorVirtus™, the corporate culture and human resources consultancy out of Colorado Springs, Colorado, has announced the addition of two senior members to their growing ranks: Paige Graham is joining the firm as a lead consultant and will work with customers to help them apply values-based solutions to their growth plans, assisting with organizational and leadership assessment and development. Gunnar Schrah joins as lead research analyst and will utilize his knowledge of psychometrics and research methodologies to ensure success around measurement-related products and services as well as to develop new and customized tools.

The Industrial Relations Center at the University of Minnesota proudly announces that **Michelle K. Duffy** and husband Jason D. Shaw, both associate professors from University of Kentucky, will be joining their faculty in the Carlson School of Management at the University of Minnesota this fall.

University of Central Arkansas, Department of Management, is very pleased to welcome new faculty member **Michael Hargis** (fall 2006). Michael joins the AACSB-accredited business school as a member of the OBHR area, which includes Yuen Chan and fellow SIOP members **Jennifer Oyler** and **John Watt**.

Catherine Mergen, formerly of Buck Consultants, has joined LaSalle Bank Corporation, the North American division of ABN-AMRO as First Vice President, Lead Organizational Development Consultant. She and her husband Bill also welcomed a son, Ryan, born last October.

Hogan Assessment Systems, a consulting firm that uses its own personality assessment tests to help organizations select employees and develop leaders, has hired **Michael Anderson** as a research consultant in the research department and promoted **Jeff Foster** from research consultant to manager of Client Research.

Don C. Allen has accepted the position of senior director of Consulting Services, IPAT, effective May 3, 2006. He will be responsible for strategic HR/OD consulting to key accounts, coordination of assessment-based executive coaching and development offerings, and consulting around IPAT's global Web–based selection and placement solutions.

Other News

We are sad to report that **Dr. Elizabeth (Betsy) Miller Semko** died on May 8, 2006 from cancer. Dr. Semko received her MA in I-O psychology from the University of Minnesota in 1969 and her PhD in I-O psychology from Wayne State University in 1975. She was president of Semko Associates in Jackson, MS, and an associate professor of Management at Jackson State University.


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On-Line, state-of-the-art assessment linked to competencies...
// DEFINE SUCCESS
Create a competency model or map to an existing model in a painless process. Gain immediate integration into selection and development reports.
// HIRE THE BEST
Tailored selection report - understand the impact of personality and cognitive abilities on job competencies. Also includes behavioral interview guide and management suggestions based on results. Selection process and interviewer training workshops available to support implementation.
// DEVELOP EXCELLENCE
Targeted development reports - personality feedback or 360° feedback aligned to your model. Also includes detailed developmental suggestions, supporting guides, and developmental workshops.
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Conferences & Meetings



David Pollack
Sodexho, Inc.

Please submit additional entries to David.Pollack@Sodexhousa.com.

2006

July 16–21	International Congress of Applied Psychology. Athens, Greece. Contact: www.iaapsy.org.
July 26–29	Brazilian Congress of Organizational and Work Psychology. Brasilia, DF, Brazil. Contact: http://www.sbpot.org.br/iicbpot/ or organizacao@sbpot.org.br.
Aug 6–10	Annual Convention of the American Statistical Association. Seattle, WA. Contact: ASA, (703) 684-1221 or www.amstat.org (CE credit offered).
Aug 10–13	Annual Convention of the American Psychological Association. New Orleans, LA. Contact: APA, (202) 336-6020 or www.apa.org (CE credit offered).
Aug 11–16	Annual Meeting of the Academy of Management. Atlanta, GA. Contact: Academy of Management, (914) 923-2607 or www.aomonline.org.
Sept 26–28	2006 International Congress on Assessment Center Methods. London, England. Contact: www.assessmentcenters.org.
Oct 3–5	Annual Conference of the International Military Testing Association. Kingston, Ontario, Canada. Contact: www.internationalmta.org.
Oct 16–20	Annual Conference of the Human Factors and Ergonomics Society. San Francisco, CA. Contact: The Human Factors and Ergonomics Society, (310) 394-1811 or http://hfes.org (CE credit offered).

Oct 27–28	SIOP Fall Consortium—"Talent Attraction, Development, and Retention: The Leading Edge." Charlotte, NC. Contact: SIOP, (419) 353-0032 or www.siop.org (CE credit offered).
Oct 30–Nov 4	Annual Conference of the American Evaluation Association. Portland, OR. Contact: AEA, (888) 232-2275 or www.eval.org.
Nov 10–11	River Cities Industrial-Organizational Psychology Conference at Northern Kentucky University. Contact: Bill Attenweiler, attenweiler@nku.edu.

2007

Feb 21–24	Annual Conference of the Southeastern Psychological Association. New Orleans, LA. Contact: SEPA, (850) 474-2070 or www.sepaonline.com (CE credit offered).
March 2–3	Annual Conference of the Society of Psychologists in Management (SPIM). Washington, DC. Contact: www.spim.org (CE credit offered).
March 2–4	Annual IOOB Graduate Student Conference. Indianapolis, IN. Contact: kpnolan@iupui.edu.
March 22–23	Annual Conference of the Personnel Testing Council of Northern California (PTC/NC). Sacramento, CA. Contact: www.ipmaac.org/ptcnc.
March 23–27	Annual Conference of the American Society for Public Administration. Washington, DC. Contact: ASPA, (202) 393-7878 or www.aspanet.org.
April 9–13	Annual Convention, American Educational Research Association. Chicago, IL. Contact: AERA, (202) 223-9485 or www.aera.net.
April 10–12	Annual Convention, National Council on Measurement in Education. Chicago, IL. Contact: NCME, (608) 443-2487 or www.ncme.org.
April 27–29	Annual Conference of the Society for Industrial and Organizational Psychology. New York, NY. Contact: SIOP, (419) 353-0032 or www.siop.org (CE credit offered).

May 24–27	Annual Convention of the American Psychological Society. Washington, DC. Contact: APS, (202) 783-2077 or www.psychologicalscience.org (CE credit offered).
June 3–7	Annual Conference of the American Society for Training and Development. Atlanta, GA. Contact: ASTD, (703) 683-8100 or www.astd.org.
June 10–13	Annual Conference of the International Personnel Management Association Assessment Council. St. Louis, MO. Contact: IPMA, (703) 549-7100 or www.ipmaac.org.
June 25–29	Annual Conference of the Society for Human Resource Management. Las Vegas, NV. Contact: SHRM, (703) 548-3440 or www.shrm.org (CE credit offered).

Plan to attend these upcoming SIOP conferences!

2006 October 27–28 (Leading Edge Consortium)
Charlotte, North Carolina, Charlotte Marriott Southpark

2007 April 27–29
New York , New York, The Marriott Marquis

2008 April 10–12
San Francisco, California, Hilton San Francisco & Towers

2009 April 2–4
New Orleans, Louisiana, Sheraton New Orleans Hotel

2010 April 8–10
Atanta, Georgia, Atlanta Hilton

2011 April 14–16
Chicago, Illinois, Chicago Hilton

Call for Papers

IPAT, Inc., publisher of the 16PF Questionnaire, has a call for papers on 16PF Fifth Edition research conducted from 1995 through 2005. Research studies, both published and unpublished, are being sought in these areas:

* Industrial-Organizational
* Clinical-Counseling
* Educational-Vocational
* Forensic-Protective Services

IPAT will publish a collection of readings on select articles. $250 awards will be given to the "Best Paper" in each category. Submittals are due by **12/31/06** for award consideration. For additional information and submission guidelines, visit **www.IPAT.com/16PF5research or call 800-225-4728.**

Apply for Levinson Award Honoring Consulting Psychologists

The American Psychological Foundation (APF) requests nominations for its 2007 Harry and Miriam Levinson Award for Exceptional Contributions to Consulting Organizational Psychology.

The $5,000 award annually honors an APA member who has converted many psychological theories into applications managers can use to create more healthy, effective, and humane organizations.

APA's Office of Division Services and Divs. 13 (Society of Consulting Psychology), 14 (Society for Industrial and Organizational Psychology), and 39 (Psychoanalysis) administer the award. Representatives from the three divisions review nominations and recommend a recipient to the APF Board of Trustees.

Nominations are due **March 1, 2007.** To apply, send a current curriculum vitae and a letter addressing the nominee's relevant accomplishments to **division@apa.org.** All nomination materials must be submitted electronically and include a cover e-mail note.

Self-nominations are welcome, and APF encourages nominations for individuals that represent diversity of race, ethnicity, gender, age, and sexual orientation. For more information, visit www.apa.org/apf or e-mail foundation@apf.org.

Raymond A. Katzell Media Award in I-O Psychology.

Just a reminder that the first Raymond A. Katzell Media Award, to be given in New York in 2007, will recognize members of the media, such as science writers, reporters, television writers, directors, and producers, who have publicized good I-O science and practice in public media.

SIOP members are urged to watch for publications, movies, or TV shows and to nominate them for consideration for the award.

Nominations procedures for this award will be published in the October *TIP*.

Look for these Research Funding Opportunities in the October *TIP*

The SIOP Foundation announces two research funding opportunities for 2007.

1. *Funding to Support Research on Assessment Center Methods and Leader/Manager Development.*

The Douglas W. Bray and Ann Howard Award is designed to support research aimed at advancing understanding of assessment center techniques, managerial or leadership development, or preferably both.

Proposals may be submitted by members of SIOP, including Student and International Affiliates. Award-winning research proposals will show innovation and excellence, will use a longitudinal design where appropriate, and will have a sound technical/scientific base.

The maximum award for 2007 is $10,000.

2. *Funding to Support Research on Analytic Strategies to Study Jobs.*

The Sidney A Fine Award is designed to support research aimed at furthering the usefulness of analytic strategies to study jobs, especially as the nature of job content and the organizational structures in which work is performed evolves. Research proposed for this award may take many forms including, but not limited to, bibliographic, empirical, methodological, model development, and theoretical investigations.

Proposals may be submitted by members of SIOP, including Student and International Affiliates. Award winning research proposals will have a sound technical/scientific base, will demonstrate innovation and excellence, and will be feasible and possible to complete within 2 years of the award date.

The maximum award for 2007 is $10,000.

Formal calls for these two research awards, including proposal format and detailed eligibility criteria, will appear in the October issue of *TIP*.

Coming Soon…Leslie W. Joyce and Paul W. Thayer Graduate Fellowship in Industrial and Organizational Psychology

The SIOP Foundation is pleased to announce a new graduate student fellowship for the benefit of doctoral students in I-O psychology. This unique annual fellowship will provide $10,000 in support to a graduate student who is specializing in training and development and/or selection and placement. The award is intended for doctoral students who have some applied experience and who are committed to a career in the practice of I-O psychology.

This fellowship is made available through Leslie's great generosity in recognition of the mentoring relationship that she had with Paul in graduate school, and continuing throughout her career.

Please look for details of this award, including eligibility criteria and application procedures in the October issue of *TIP*. The application deadline for this award will be in **February 2007**, with the inaugural fellowship being awarded to a student for the 2007/2008 academic year.

Announcement

New Associate Editors and Editor of *Personnel Psychology* Appointed

We are pleased to announce some transitions in the editorial team.

Starting in August, Jeff Johnson of PDRI will take over as associate editor of *The Scientist–Practitioner Forum*. As an experienced practitioner, respected scholar, and thoughtful reviewer, Jeff will continue to make *SPF* the outlet for scholarly practice-focused pieces.

In October, Mike Burke will step into Murray Barrick's role as associate editor. This position will serve as an "apprenticeship" and Mike will transition into the editor's role in July 2007. Mike's many years of publishing and reviewing as well as his breadth of expertise make him the ideal individual to provide stewardship for the journal.

We are excited about the changes in the editorial team and will work to provide a seamless transition for our authors and readers.

Ann Marie Ryan, Murray Barrick, and Nancy Tippins

The 10th International Research Symposium on Service Excellence in Management
June 14-17, 2007

Hosted by: The College of Business Administration and The Rosen College of Hospitality Management University of Central Florida, Orlando, Florida

In conjunction with The Center for Services Leadership, Arizona State University, The Service Research Center, University of Karlstad, and Warwick University

Researchers and practitioners from all disciplines are invited to submit a one-page abstract describing their scholarly work for presentation consideration at QUIS 10 in Orlando, Florida, June 14–17, 2007. Abstracts should be sent by e-mail by **November 10, 2006 to QUIS 10 coordinator Robert Ford (Robert.Ford@bus.ucf.edu).** At least one of the authors agrees to attend QUIS 10 if the work is accepted. Notification of acceptance will be sent out by December 20, 2006.

Topics include but are not limited to:

- Service operations, service systems, and human resources
- The service encounter, servicescapes, and service experiences
- The service profit chain and service quality management
- Service culture, service strategy, and service climate
- Complaint management, service recovery, and service guarantees
- Customer co-production and the customer contact employee interface
- Services in engineering, health care, hospitality, NGOs, and not for profits

Authors of accepted abstracts will have the option of publishing either an extended abstract (1,000 words) or a complete paper (maximum length 10 pages) by March 31, 2007. The proceedings will be available at the symposium. A Best Paper Award will be made and a special issue with selected papers from QUIS 10 will be published in both the *International Journal of Service Industry Management* (*IJSIM*) and *Managing Service Quality* (*MSQ*). For complete information, registration, and accommodations visit the Web site at http://www.bus.ucf.edu/quis10/ or contact Duncan Dickson at DDickson@mail.ucf.edu.

Positions Available

SIOP also offers JobNet, an online service. Visit JobNet for current information about available positions and to post your job opening or resume— https://www.siop.org/JobNet/.

Faculty Position Announcement. **THE PSYCHOLOGY DEPARTMENT** at **MONTCLAIR STATE UNIVERSITY** is seeking applications/nominations for a distinguished scholar to join the department as **CHAIRPERSON.** The successful candidate will bring significant scholarship and an innovative new perspective to the department's vital and growing community of scholars. Additionally, she or he will assist the faculty in building and maintaining graduate and undergraduate programs of the highest quality. Candidates must have a doctorate in psychology and have a distinguished record of academic and professional achievements appropriate to the rank of Full Professor. A strong professional reputation, demonstrated success in research, acquisition of external funding, teaching, scholarship, and service to the larger professional community is required. We encourage applications from those who add diversity to the academic community. Administrative experience is required. Salary will be competitive and commensurate with qualifications. Starting date is September 1, 2007. Send letter and resume to **Dr. Sandra Y. Lewis, Search Chairperson, Position V-F1, Psychology Department, Montclair State University, Montclair, NJ 07043, USA.** Screening begins immediately and continues until the position is filled.

Position Opening in Psychology. **KOÇ UNIVERSITY, DEPARTMENT OF PSYCHOLOGY** invites applications for a **FULL-TIME FACULTY POSITION,** especially in industrial and organizational psychology, starting spring 2007. Applications for later terms will also be considered. Candidates should have a PhD and may be of any rank. The successful candidate will be expected to teach both undergraduate- and graduate-level courses. We are seeking applicants who have demonstrated excellence in research and teaching. Knowledge of Turkish is an asset. Koç University is a highly selective private university of around 3,000 students located in Istanbul, Turkey. The teaching load is two courses per semester. Salary and benefits are competitive. Interested persons should send a cover letter, current CV, and copies of selected recent publications to **Ms. Sehnaz Martens** via e-mail **(sturhan@ku.edu.tr).** We will start reviewing the applications in May 2006.

ALLIANT INTERNATIONAL UNIVERSITY, MARSHALL GOLDSMITH SCHOOL OF MANAGEMENT, ORGANIZATIONAL PSYCHOLOGY DIVISION (OPD), San Diego Campus, invites applications for a core faculty position **(ASSISTANT PROFESSOR)** beginning fall 2006. Responsibilities include teaching in our doctoral and master's programs, advising students, supervising dissertations, maintaining active scholarship, and participating in program administration and development. The OPD specializes in preparing practitioners by emphasizing core competencies and integrating theory, research, and practice. Candidates should hold a doctorate in organizational psychology, organizational behavior, or a related discipline. Strong candidates will show evidence of excellence in and commitment to teaching a diverse student body and dedication to practitioner-oriented graduate education. We seek individuals possessing a strong record of scholarship/research, potential as excellent role models for our students, and commitment to multiculturalism, workforce diversity, and inclusion. We are particularly interested in applicants who will compliment our current strengths and/or who bring knowledge, skill, and experience in one or more of the following areas: (a) quantitative research methods/statistics, (b) organizational behavior/theory, and (c) performance management. Review of applications begins immediately and will continue until the search is completed. To apply, please submit a letter describing your fit with the position at OPD; a statement of teaching, research, and professional interests; a detailed CV; evidence of teaching effectiveness; representative publications; and the names/addresses/telephone numbers of at least three references to **Jay Finkelman, PhD, Interim Systemwide Dean, Marshall Goldsmith School of Management, Alliant International University, 1000 S. Fremont Avenue, Alhambra, CA 91803 or jfinkelman@alliant.edu.** (www.alliant.edu). AAP/EOE.

THE DEPARTMENTS OF PSYCHOLOGY AND MANAGEMENT AT MICHIGAN STATE UNIVERSITY are seeking to recruit a faculty member to serve as the **JOHN A. HANNAH DISTINGUISHED PROFESSOR OF PSYCHOLOGY AND MANAGEMENT**, beginning in fall 2007. The ideal candidate should have demonstrated competence in the psychology of work behavior (industrial-organizational psychology, organizational behavior, human resource management). The individual should be an active researcher with a substantial national and international standing resulting from research work and scholarly activities. General criteria for measuring the research qualifications are those normally used to assess individuals for senior and advanced associate professor faculty positions (quantity and quality of publications, command of research methodology, and recognition by professional associations such as the American Psychological Association

and the Academy of Management). In addition, the person would be expected to be an active member of the psychology and management departments, participate in graduate seminars, and serve on graduate research committees in areas dealing with work behavior. Successful candidates should be able to integrate efforts to understand work behavior and garner resources that span units within the university and external to the university. The candidate selected would join a large and productive group of scholars interested in work behavior in the departments of psychology (www.iopsych.msu.edu) and management (http://www.bus.msu.edu/mgt/faculty.cfm) as well as elsewhere in the university. Salary is negotiable and the position comes with a generous research budget. Applicants should mail a cover letter and a curriculum vita to **Hannah Chair Search Committee, Department of Psychology, Michigan State University, E. Lansing, MI 48824-1116.** We will begin to consider application materials by September 1, 2006 and continue to do so until the position is filled. Michigan State University is an affirmative action/equal opportunity employer, and thus we are particularly interested in considering qualified minority or female applicants.

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Information for Contributors

Please read carefully before sending a submission.

TIP encourages submissions of papers addressing issues related to the practice, science, and/or teaching of industrial and organizational psychology. Preference is given to submissions that have broad appeal to SIOP members and are written to be understood by a diverse range of readers.

Preparation and Submission of Manuscripts, Articles, and News Items

Authors may correspond with the editor via e-mail, at LKoppes@SIOP.org. All manuscripts, articles, and news items for publication consideration should be submitted in electronic form (Word compatible) to the editor at the above e-mail address. For manuscripts and articles, the title page must contain a word count (up to 3,000 words) and the mailing address, phone number, and e-mail address of the author to whom communications about the manuscript should be directed. Submissions should be written according to the *Publication Manual of the American Psychological Association*, 5th edition.

All graphics (including color or black and white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in TIF or EPS formats. Art and/or graphics must be submitted in camera-ready copy as well (for possible scanning).

Included with the submission should be a statement that the material has not been published and is not under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

Preparation of News and Reports, IOTAS, SIOP Members in the News, Calls and Announcements, Obituaries

Items for these sections should be succinct and brief. Calls and Announcements (up to 300 words) should include a brief description, contact information, and deadlines. Obituaries (up to 500 words) should include information about the person's involvement with SIOP and I-O psychology. Digital photos are welcome.

Review and Selection

Every submission is reviewed and evaluated by the editor for conformity to the overall guidelines and suitability for *TIP*. In some cases, the editor will ask members of the Editorial Board or Executive Committee to review the submission. Submissions well in advance of issue deadlines are appreciated and necessary for unsolicited manuscripts. However, the editor reserves the right to determine the appropriate issue to publish an accepted submission. All items published in *TIP* are copyrighted by SIOP.

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The Industrial-Organizational Psychologist (*TIP*) is the official publication of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. *TIP* is distributed four times a year to more than 6,000 Society members. The Society's Annual Conference Program is distributed in the spring to the same group. Members receiving both publications include academicians and professional practitioners in the field. *TIP* is also sent to individual and institutional subscribers. Current circulation is approximately 6,400 copies per issue.

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The Industrial-Organizational Psychologist

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Opinions expressed are those of the writers and do not necessarily reflect the official position of the Society for Industrial and Organizational Psychology, the American Psychological Association, or the American Psychological Society, unless so stated.

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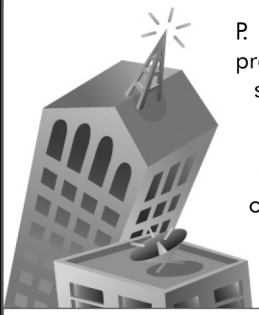
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P. Richard Jeanneret has taken a role as president of Valtera and will continue to serve clients in the same capacity he has since founding Jeanneret and Associates 25 years ago. Dr. Jeanneret commented that "the merger presents a tremendous opportunity to globally expand the consulting services we offer to both public and private sector clients."

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